Education

Annual Report
2011-2012

Alberta

Extracts from this report are available on Alberta Education's website at
www.education.alberta.ca/department/annualreport.aspx

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2011-2012

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Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Government Accountability Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 21 ministries.

The annual report of the Government of Alberta contains ministers' accountability statements, the consolidated financial statements of the province and *Measuring Up* report, which compares actual performance results to desired results set out in the government's strategic plan.

On October 12, 2011, the government announced new ministry structures. The 2011-12 ministry annual reports and financial statements have been prepared based on the October 12, 2011 ministry structure.

This annual report of the Ministry of Education contains the minister's accountability statement, the audited consolidated financial statements of the ministry and a comparison of actual performance results to desired results set out in the ministry business plan. This ministry annual report also includes:

- the financial statements of entities making up the ministry including the Department of Education and the Alberta School Foundation Fund, for which the minister is responsible;
- the individual financial statements of the school jurisdictions presented in summary form as of their fiscal year end, August 31, 2011, in the Other Information section;
- other financial information as required by the *Financial Administration Act* and *Government Accountability Act*, either as separate reports or as a part of the financial statements, to the extent that the ministry has anything to report; and
- financial information relating to accountable organizations and trust funds, which includes the Alberta Teachers' Retirement Fund and school jurisdictions in the public education system (public, separate and Francophone regional authorities and charter schools).

Minister's Accountability Statement

The ministry's annual report for the year ended March 31, 2012, was prepared under my direction in accordance with the *Government Accountability Act* and the government's accounting policies. All of the government's policy decisions as at June 8, 2012 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

Original signed by

Jeff Johnson
Minister of Education

Message from the Minister

Every child in Alberta deserves an education of the highest quality, one that prepares them to be an engaged thinker, an ethical citizen, and fosters their entrepreneurial spirit. That is the vision Albertans articulated through *Inspiring Education* two years ago, and it continues to guide our work today.

To reach this vision, over the 2011–12 year Alberta Education worked collaboratively with education stakeholders, students, parents and communities to continue to effect change and evolve our education system, already among the top performing in the world.

Your government invested strongly in education, devoting more than $6.4 billion to support Alberta's 600,000 students, and an additional $167 million directly to address priorities in the classroom.

As part of our ongoing commitment to inclusive education, we introduced new funding and programs to help families get access to the supports they need so that students, no matter their ability, disability, language, cultural background, gender or age, have what they need to succeed. We also provided new programming and dollars to schools so teachers had the training and tools they need to support all students.

Education is about partnership, and our key partnership is with parents. Parents know their children best, and are the first and most important teacher their child will ever have. To support parents, your government developed new tools to help them stay engaged in their children's learning. *My Child's Learning: A Parent Resource* provides parents with information about curriculum and how their child might be assessed for every subject and grade level at school.

We also recognize that parents also want information on how their schools are planning and performing, which is why we developed online fact sheets about school boards and charter schools, helping parents understand and make informed decisions about the educational opportunities available in their local communities.

Schools are an important hub in the community, and last year your government built 7 new schools and modernized 12 others. We also announced over half a billion dollars in funding to build or renovate 35 more schools by 2014, and committed to a further 50 new schools and 70 modernizations over the next four years.

A number of other initiatives launched under *Inspiring Education*, including a look at how we build curriculum. The learning experiences of students depend on having high-quality, engaging curriculum that helps bring out their interests and motivates them to learn more. This spring we worked with educators to begin to refine how we develop curriculum so it is meaningful for students and allows them to apply what they learn and build important competencies like critical thinking, problem solving and decision making, creativity and innovation.

Your government continues to work with our First Nations, Metis and Inuit communities to close the education gap and create the growing population of young people able to reach their full potential. For example, a program aimed at increasing the number of First Nations, Metis and Inuit teachers is removing barriers so that more members of the community enter the teaching profession. In turn, these teachers will return to their communities to share their knowledge of Aboriginal histories, languages and traditions with students.

While much of our work is ongoing, in 2011, we launched *Our Children, Our Future: Getting it Right* public consultations on the proposed Education Act. Students, parents, teachers and others were invited to participate in community forums or online to contribute their ideas to the proposed legislation. More than 13,000 Albertans participated in these forums, and while work on the Education Act continues, the level of engagement and interest in education continues to grow.

This report highlights so many other examples of the work that has been done over the last year, far more than I could list here. In all these cases, we were guided by the vision set out by Albertans in *Inspiring Education*, and we will continue to do so. Our children deserve no less.

Original signed by

Jeff Johnson
Minister of Education

Management's Responsibility for Reporting

The Ministry of Education includes:

- the Department of Education
- the Alberta School Foundation Fund
- the Alberta school jurisdictions

The executives of the individual entities within the Ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the Ministry complies with all relevant legislation, regulations and policies.

Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the consolidated financial statements and performance results for the Ministry rests with the Minister of Education. Under the direction of the Minister, I oversee the preparation of the Ministry's annual report, including consolidated financial statements and performance results. The consolidated financial statements and the performance results, of necessity, include amounts that are based on estimates and judgments. The consolidated financial statements are prepared in accordance with Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

- Reliability – information used in applying performance measure methods agrees with underlying source data for the current and prior years' results.
- Understandability – the performance measure methods and results are presented clearly.
- Comparability – the methods for performance measure preparation are applied consistently for the current and prior years' results.
- Completeness – goals, performance measures and related targets match those included in the Ministry's Budget 2011.

As Deputy Minister, in addition to program responsibilities, I am responsible for the Ministry's financial administration and reporting functions. The Ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the Province under Ministry administration;
- provide Executive Council, the President of Treasury Board and Minister of Finance and the Minister of Education information needed to fulfill their responsibilities; and
- facilitate preparation of Ministry business plans and annual reports required under the *Government Accountability Act*.

In fulfilling my responsibilities for the Ministry, I have relied, as necessary, on the executives of the individual entities within the Ministry.

Original signed by

Tim Wiles
Deputy Minister of Education
June 8, 2012

Results Analysis

Ministry Overview

The Ministry of Education, for which the Minister of Education is accountable, consists of the Department of Education, the Alberta School Foundation Fund and school jurisdictions. School jurisdictions include public and separate school boards, Francophone regional authorities and charter schools.

These school jurisdictions, along with accredited private schools, provide programs for students in the province's Early Childhood Services (ECS) to Grade 12 education system in accordance with the *School Act*. The information that follows in this section describes the functions and purposes of the Department of Education and the Alberta School Foundation Fund in more detail.

Department of Education

With students' varied learning needs as its central focus, Alberta Education leads an ECS to Grade 12 education system that provides the foundation of knowledge and skills needed to prepare Alberta children and youth for lifelong learning, work and citizenship. In 2011-12, over 568,000 young Albertans were enrolled in ECS to Grade 12 education across the province, a 1 per cent increase from the previous year.

For more information, phone (780) 427-7219
For toll-free access in Alberta, first dial 310-0000
E-mail: edc.communications@gov.ab.ca
Website: www.education.alberta.ca/home.aspx

Department Organization

The Department of Education is divided into five organizational units reporting to the Deputy Minister.

Learning Supports and Information Management Division

The Learning Supports and Information Management Division, led by Assistant Deputy Minister Dean Lindquist, provides strategic leadership to support school authorities in their implementation of ministry programs and policies to meet the diverse learning needs of children and youth in an inclusive education system. The Division coordinates the provincial school capital plan and provides support to school authorities with respect to school infrastructure. It works with school authorities to research, plan and implement effective and innovative uses of technology for teaching and learning. Improving the academic achievement of Alberta's First Nations, Métis, and Inuit students is a key focus for the Division in cooperation with stakeholders, other ministries and school jurisdictions.

The Division conducts reviews and monitors school authorities for compliance with ministry requirements. It works with stakeholders, other ministries and other jurisdictions across Canada to support the implementation of programs, policies and initiatives for pre-school children and Kindergarten to Grade 12 (K-12) students. The Division produces and distributes learning, teaching and support resources including alternate format resources (Braille, audio, large print) and specialized equipment for students with visual impairment or perceptual disabilities. In addition, the Division develops and manages information and technology systems to collect, analyze and report data used to support decision making and analysis within the ministry and the ECS to Grade 12 education system.

Education Program Standards and Assessment Division

The Education Program Standards and Assessment Division, led by Assistant Deputy Minister Ellen Lumbreras, provides strategic leadership in setting provincial standards and guidelines for student-centred curriculum which includes competencies for living, learning and working. As it relates to the Division's work, "curriculum" encompasses provincial programs of study, assessment, and learning and teaching resources in English and French. The Division also provides direct field services support to francophone regional authorities and strategic direction for international education programming.

In the spirit of continuous improvement, the Division has engaged in a new initiative, Curriculum Redesign. Through this initiative, the Division is exploring ways in which curriculum can remain relevant and engaging for students in an ever-changing, global, knowledge-based economy. It is looking at how curriculum can better address diverse learner needs, including how technology can enhance the ways in which students engage in their education. The initiative will also explore how learning opportunities with flexible timing and pacing in a variety of learning environments could benefit learners.

Strategic Services Division

Strategic Services Division, led by Assistant Deputy Minister Michael Walter, provides leadership and corporate support focused on policy, legislation, research, strategic and operational planning, reporting, and public engagement, as well as project, contract, risk and records management. The Division is responsible for developing and implementing ministry budget estimates and financial statements, allocating funding to public and private school authorities, monitoring school authority financial health, financial management, and collaborating with school authorities on finance and governance issues.

The Division also leads the ministry's involvement in the Council of Ministers of Education, Canada and international initiatives such as the Organisation for Economic Co-operation and Development Education Policy Committee.

People and Research Division

People and Research Division, led by Assistant Deputy Minister Carol McLean, develops strategies to build capacity that will strengthen and promote the highest quality education sector workforce possible. The Division develops strategic policy recommendations related to human resource management, education sector workforce planning and teacher retention, research, student engagement, teacher and leadership development, and teacher certification programs.

The Division mobilizes research to enable evidence-based decisions. The Division also ensures currency and relevance of standards related to certificated teachers, school and school system leadership and internal human resources practices. As well, the Division provides strategic advice and direction to the education sector for emergency and pandemic planning, and implements the Alberta Public Service Workforce Plan to attract, develop and engage employees.

Communications Branch

The Communications Branch, led by Director Janice Schroeder, enhances Albertans' awareness of ministry achievements and initiatives and provides strategic communications advice, communications planning and media relations to the program areas of the department.

Alberta School Foundation Fund

The Alberta School Foundation Fund receives tax revenues from municipalities based on the equalized assessment of real property in Alberta and education mill rates established by the Lieutenant Governor in Council. These monies, along with those from provincial general revenues, are allocated on a fair and equitable basis to school boards.

For more information, please (780) 427-2058.
For toll-free access in Alberta, first dial 310-0000.

Review Engagement Report

AUDITOR GENERAL *Alberta*

To the Members of the Legislative Assembly

I have reviewed the performance measures identified as "Reviewed by Auditor General" in the *Ministry of Education's 2011-12 Annual Report*. The reviewed performance measures are the responsibility of the Ministry and are prepared based on the following criteria:

- Reliability – information used in applying performance measure methodologies agrees with underlying source data for the current and prior years' results.
- Understandability – the performance measure methodologies and results are presented clearly.
- Comparability – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.
- Completeness – goals, performance measures and related targets match those included in the Ministry's Budget 2011.

My review was made in accordance with Canadian generally accepted standards for review engagements and accordingly, consisted primarily of enquiry, analytical procedures and discussion related to information supplied to me by the Ministry.

A review does not constitute an audit and, consequently, I do not express an audit opinion on the performance measures. Further, my review was not designed to assess the relevance and sufficiency of the reviewed performance measures in demonstrating Ministry progress towards the related goals.

Based on my review, nothing has come to my attention that causes me to believe that the "Reviewed by Auditor General" performance measures in the Ministry's 2011-12 Annual Report are not, in all material respects, presented in accordance with the criteria of reliability, understandability, comparability, and completeness as described above.

[Original signed by Merwan N. Saher, FCA]

Auditor General

June 5, 2012

Edmonton, Alberta

Performance measures reviewed by the Auditor General are noted with an asterisk (*) on the Performance Measures Summary Table.

Performance Highlights

Overall, the education system is continuing to perform well. Satisfaction with the quality of ECS to Grade 12 education and satisfaction that students are receiving a solid grounding in core subjects both remain high (86 per cent and 88 per cent respectively). Of the fourteen performance measures that have current year data available, thirteen of the targets for 2011-12 were met or exceeded.

The high school completion rate (79.6 per cent) has begun to improve after remaining at 79 per cent for the past two years. The annual dropout rate for students ages 14 to 18 has also improved and is now 3.2 per cent.

Survey results indicate that satisfaction with students' opportunity to receive a broad program of studies has been stable over time and is over 80 per cent. As well, overall agreement that school provides a safe, caring and healthy learning environment is also high (87 per cent).

While agreement that students are well prepared for citizenship has remained high (84 per cent), satisfaction that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school is lower (68 per cent) despite having shown a slight improvement over time.

Two survey measures with historically low results have shown some evidence of improvement. These measures deal with stakeholder input being considered, respected and valued by the school, jurisdiction and province, and satisfaction with leadership at all three levels of the education system effectively supporting and facilitating teaching and learning. School trustee satisfaction in particular has shown an improvement compared with the prior year's results.

A survey measure that tracks the perception of improvement in Alberta's education system has been stable. In 2011-12, the proportion of stakeholders reporting that the education system has improved in the last three years is 29 per cent.

The substantial gap between results for self-identified First Nations, Metis and Inuit (FNMI) students and results for all students remains a challenge for the ECS to Grade 12 education system. The most recent results on key outcome measures for FNMI students are: high school completion rate, 46.59 per cent and annual dropout rate, 9.0 per cent. Whereas the high school completion rate has not improved over time, the dropout rate for FNMI students exceeded the target for 2011-12 and has shown steady improvement over the past three years. The department is engaged with Aboriginal communities and our provincial and federal partners in promoting innovative and collaborative ways to address the challenges facing FNMI students and in improving FNMI student success.

Note: Results of the 2012 Provincial Achievement Test and Diploma Exam measures are not included in this report due to the June release date of the Annual Report. These results will be made available in October.

Financial Highlights

- In October 2011, Premier Alison Redford and the Education Minister announced the Government of Alberta's commitment to provide an additional $107 million to the 2011-12 Education budget. School boards reported the hiring of an additional 623 certificated teachers and 397 support staff with these funds, as well as addressing other priorities including classroom materials, teacher professional development, technology and equipment support.

- School board and ministry spending increased by $391.1 million or 5.8 per cent. Instruction program spending (teacher salaries/benefits, services and supplies) increased 5.8 per cent, operations and maintenance increased 6.5 per cent and student transportation increased 2.0 per cent.

- Ten schools in Phase II of the Alberta Schools Alternative Procurement program are on schedule to open in September 2012. These schools (five in Calgary; three in Edmonton; and one in each of Rocky View County and Okotoks) are 97 per cent complete. Four additional high schools (one in each of Calgary, Edmonton, Sherwood Park, and Spruce Grove) are over 95 per cent complete. These schools will also open in September 2012 with the exception of the Calgary school, which may open as late as January 2013.

- The $226 million Class Size Initiative grant was refocussed to support a good foundation in the early years of a child's education. The grant focusses on maintaining smaller class sizes at the Kindergarten to Grade 3 level, where studies show small class sizes make the most difference.

- An additional $1.3 million was provided to expand access to Alberta's SuperNet, bringing Education's support for high speed networking to $12 million. The expansion provides students and teachers with quicker access to online educational resources and supports our commitment to a more inclusive education system by connecting students with specialized service providers through video conferencing.

- The Northern Student Teacher Bursary two year pilot program was extended. Part of the ministry's $8 million Teacher Attraction and Retention Strategy, this program is designed to attract students in a post secondary teacher preparation program to northern Alberta communities by providing scholarships for the last two years of their studies. Successful applicants must live and work in the north for three years after graduating.

- School authorities were provided with $12 million to assist in the planning and implementation of inclusive education practices across their systems. Consultations with more than 7,000 Albertans through the *Setting the Direction for Special Education* and the *Inspiring Action on Education* initiatives revealed that Albertans supported the move to a single inclusive education system that meets the learning needs of all students, including those with diverse needs.

- The Fuel Price Contingency Program was reinstated effective September 1, 2011 at a cost of $13 million. This program assists school boards in dealing with fluctuating diesel fuel prices. Boards receive additional funding whenever diesel fuel prices are above 60 cents per litre.

- The ministry introduced two transportation trial projects at a cost of $0.5 million aimed at reducing long bus ride times for students in rural Alberta and making long bus rides more productive for students by installing Wi-Fi on busses. Student transportation support reached $275 million.

- Our commitments to provide teacher salary increases of 2.92 per cent effective September 1, 2010 and 4.54 per cent effective September 1, 2011 were honored. Contributions for current service to the teachers' pension plan increased by $24.7 million or 9.1 per cent.

Performance Measures Summary Table

Selecting measures and setting targets to assess, report and improve upon the performance of the Early Childhood Services to Grade 12 education system is key to being accountable for results. The performance measures and targets for 2011-12 are established in the Ministry of Education business plan for 2011 – 2014. Targets are considered met if the current result is not significantly different from the target value using statistical tests.

The table below presents a summary of performance measures reported in the Results Analysis section pages 18-69, including:

- 2011-12 target and most recent results
- change over time (5-year trend).

Goals/Performance Measure(s)		Prior Years' Results				Target	Current Actual
1	**Success for every student**						
1.a	Overall percentage of students who achieved standards on provincial achievement tests in English and French Language Arts and Français[1]	79.5% 17.2% 2007-08	80.8% 17.1% 2008-09	81.6% 17.6% 2009-10	81.7% 17.4% 2010-11	**82.0%** **18.5%**	Data not available
1.b	Overall percentage of students who achieved standards on diploma examinations[1]:						
	Language Arts acceptable	87.5%	87.1%	86.6%	86.1%	**87.9%**	Data not available
	Language Arts excellence	13.7% 2007-08	11.4% 2008-09	10.2% 2009-10	9.9% 2010-11	**11.9%**	
	Mathematics acceptable	79.8%	81.2%	81.1%	78.8%	**81.4%**	Data not available
	Mathematics excellence	21.1% 2007-08	22.2% 2008-09	24.3% 2009-10	22.7% 2010-11	**24.6%**	
1.c	High school completion rate of students within five years of entering Grade 10	78.9% 2006-07	78.7% 2007-08	79.0% 2008-09	79.0% 2009-10	**80.5%**	79.6% 2010-11
1.d*	Overall agreement of parents, teachers and students that students model the characteristics of active citizenship	82%[2] 2007-08	83%[2] 2008-09	85%[2] 2009-10	84%[2] 2010-11	**86%**	84% 2011-12
1.e	Overall satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school[3,4]	63% 2007-08	66% 2008-09	68% 2009-10	68% 2010-11	**72%**	69% 2011-12
2	**Transformed education through collaboration**						
2.a	Overall satisfaction of students, parents, teachers, school board members and the public with the quality of basic education	84% 2007-08	87% 2008-09	86% 2009-10	86% 2010-11	**88%**	86% 2011-12
2.b	Overall satisfaction of students, parents, teachers, school board members and the public that input is considered, respected and valued by the school, jurisdiction and province	58% 2007-08	62% 2008-09	61% 2009-10	57% 2010-11	**63%**	61% 2011-12

Goals/Performance Measure(s)		Prior Years' Results				Target	Current Actual
2	**Transformed education through collaboration (continued)**						
2.c	Overall satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning	68% 2007-08	70% 2008-09	72% 2009-10	68% 2010-11	**73%**	73% 2011-12
2.d	Overall perception of parents, teachers and school board members that Alberta's education system has improved in the last three years[3]	24% 2007-08	27% 2008-09	26% 2009-10	25% 2010-11	**26%**	25% 2011-12
2.e	Overall satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects	82% 2007-08	86% 2008-09	85% 2009-10	85% 2010-11	**87%**	85% 2011-12
2.f	Overall satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies	79% 2007-08	82% 2008-09	83% 2009-10	83% 2010-11	**83%**	82% 2011-12
2.g*	Overall satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment[4]	86% 2007-08	88% 2008-09	87% 2009-10	86% 2010-11	**87%**	87% 2011-12
3	**Success for First Nations, Métis and Inuit (FNMI) students**						
3.a	Overall percentage of self-identified FNMI students who achieved standards on provincial achievement tests in English and French Language Arts and Français[1]	acceptable excellence 2007-08	59.7% 5.3%	61.4% 5.0% 2008-09	63.9% 5.7% 2009-10	63.2% 5.2% 2010-11	**65.7%** **7.4%**	Data not available
3.b	Overall percentage of self-identified FNMI students who achieved standards on diploma examinations[1]:							
	Language Arts	acceptable excellence 2007-08	82.6% 8.3%	81.3% 4.9% 2008-09	82.6% 5.7% 2009-10	84.2% 4.4% 2010-11	**84.3%** **8.1%**	Data not available
	Mathematics	acceptable excellence 2007-08	68.4% 10.7%	73.0% 11.7% 2008-09	71.1% 10.1% 2009-10	69.8% 9.9% 2010-11	**73.6%** **12.7%**	Data not available
3.c	High school completion rate of self-identified FNMI students within five years of entering grade 10[5]	47.3% 2006-07	47.3% 2007-08	45.8% 2008-09	45.0% 2009-10	**48%**	46.9% 2010-11
3.d	Annual dropout rate of self-identified FNMI students aged 14-18	11.8% 2006-07	11.0% 2007-08	11.2% 2008-09	10.4% 2009-10	**10%**	9.0% 2010-11

Goals/Performance Measure(s)		Prior Years' Results				Target	Current Actual
3	**Success for First Nations, Métis and Inuit (FNMI) students (continued)**						
3.c	Overall agreement of self-identified FNMI students and their parents that students model the characteristics of active citizenship	78%[2] 2007-08	77%[2] 2008-09	76%[2] 2009-10	78%[2] 2010-11	**79%**	78% 2011-12
3.f	Overall satisfaction of self-identified FNMI parents that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school[3,4]	62% 2007-08	66% 2008-09	66% 2009-10	68% 2010-11	**68%**	68% 2011-12

*** Indicates Performance Measures that have been reviewed by the Office of the Auditor General**

The performance measures indicated with an asterisk were selected for review by ministry management based on the following criteria established by government:

- Enduring measures that best represent the goal and mandated initiatives
- Measures for which new data is available
- Measures that have well established methodology

Notes: For information on assessing change over time and target achievement, please refer to Endnote B, pages 73-74.

For information on the methodology employed in the survey measures (Measures 1.d, 1.e, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 3.e, 3.f), please refer to Endnote A, pages 70-72.

For information on the methodology employed in the derived and lost measures (Measures 1.a, 1.b, 3.a, 3.b), please refer to Endnote C, pages 75-78.

[1] Current year results cannot be included in this report because of the June release date of the Annual Report. 2011-12 provincial assessment results will be available in October 2012.

[2] Two additional questions were added to this measure and the historical results were revised.

[3] Results from 2007-08 and 2008-09 have been restated using survey responses from subsamples of parent respondent groups. For measures 1.e and 3.f, the respondent group was limited to parents of Grades 7-12 students; for measure 2.d, the respondent group was limited to parents of Grades 1-12 students.

[4] Results for 2007-08 and 2008-09 do not include all questions currently used in the measure and caution should be exercised when comparing results for these years with current values.

[5] The rate for 2007-08 has been restated because of a change in the process that sets the flags for FNMI enrolment.

Discussion and Analysis of Results

GOAL 1

Success for Every Student

Success for every student means that every student is well prepared for lifelong learning, work and citizenship, and possesses the competencies to be successful. The ministry, in cooperation with its stakeholders and partners, assists students in achieving success by providing flexible programming options designed to address the diversity of student needs. The ministry also implements provincial and school based student assessments.

Achievements

Early Learning Opportunities

- Alberta Education collaborated with other government ministries to develop early learning opportunities to prepare children for entry into formal schooling. The department developed a website to support early identification of children's needs and increase awareness of programs and services available for children aged six and under. The website (www.earlylearning.children.alberta.ca) focuses on enhancing existing and new content (including French language content) for families, caregivers and professionals. The website received nearly 22,000 visits in 2011-12, up from just over 13,000 the previous year.
- The department funded a pilot project to consider models of aligning early learning and child care aimed at improving seamless access to programs and services for children, and is evaluating the pilot project in collaboration with the Alberta Centre for Child, Family and Community Research.
- The department initiated the Program Unit Funding/Family Support for Children with Disabilities pilot project in collaboration with Human Services, to develop a provincial framework that supports a common, coordinated and integrated service delivery model for the provision of specialized services to preschool children and their families in Alberta.
- The first Early Development Instrument results are now available for Alberta, as part of the Early Child Development Mapping Initiative. The first of the community information packages containing local results has been released to community coalitions. Twenty four additional community response seed grants have been provided to help communities respond to research information emerging from the initiative, and to plan community approaches to positive early child development.
- The ministry is developing options for full day kindergarten programs. A report on the operational and resource requirements and next steps for providing full day kindergarten has been completed. This work supports a commitment in the 10 Point Plan for Education announced by the minister in January 2012.

Safe Communities Initiative

- Alberta Education worked with cross-ministry partners to develop public awareness and educational materials for a gang reduction strategy targeting children aged 10–12. Development work on the Safe Communities campaign is continuing in 2012.
- In the 2011–12 provincial surveys, 96 per cent of all high school students agreed that they feel safe on the way to and from school, 92 per cent of all parents and 92 per cent of parents of students with severe special needs agreed that their child is safe on the way to and from school.

Curriculum Redesign

Curriculum Redesign is aimed at ensuring that Alberta's curriculum (programs of study, assessment, and learning and teaching resources) remains responsive and relevant for students. The vision is "Engaging curriculum that inspires every student every day." This project reflects the province's commitment to continually improve its work in providing a world class, student-centred curriculum now and in the future.

- In 2011–12, the ministry engaged stakeholders in the development of guiding principles, standards and guidelines for Curriculum Redesign, including:
  - Three Research Roundtables (spring 2011) with an accompanying research and stakeholder engagement report *Summary of Findings: Research Roundtables 1, 2 and 3* posted online.
  - The *Action On Curriculum* Fall Symposium (September 2011), co-hosted by Alberta Education and the Alberta Teachers' Association, culminating in the development of proposed content for a draft new Ministerial Order for consideration by the Minister. It has roots in *Inspiring Education* and is supported by the *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit*.
  - Developing a pilot strategy for curriculum redesign with Red Deer Catholic School Division.
  - An Invitational Curriculum Symposium (November 2011), co-hosted by Alberta Education and the Alberta Teachers' Association, to draft guiding principles for curriculum redesign.
- The draft *Guiding Principles for Future Curriculum Design* was developed based on feedback from stakeholder engagement and will be submitted for approval in 2012–13.
- The *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit* (English and French) was approved by the Minister in August 2011 and posted on Alberta Education's website. This document identifies the desired competencies in relation to qualities and abilities of an educated Albertan, as well as providing a foundation for revisiting how Alberta's programs of study are envisaged. The framework was presented to a number of external stakeholder groups including the Association of Alberta Deans of Education, the French Immersion Program Advisory Committee, teachers at the Southwest Alberta Teachers' Convention, the College of Alberta School Superintendents/Alberta Education Symposium and the School Technology Advisory Committee.

Reviewing Provincial Achievement Tests (10-Point Plan)

Through *Inspiring Education*, and the associated consultations with Albertans, it was identified that our education system needs to transform, presenting a vision of an educated Albertan in 2030: "An engaged thinker and ethical citizen with an entrepreneurial spirit". One area of the education system that needs to change to help contribute to this vision is provincial curriculum, including provincial assessments.

- Over the next several years, provincial programs of study will be redesigned to place a greater emphasis on competencies – students applying their attitudes, skills and knowledge to real world situations. As provincial programs of study change, assessments will need to change too. As part of the Minister's 10-Point Plan for Education, an internal review of the Provincial Achievement Tests (PATs) confirms that PATs – in their current form – have a limited life span. We will need to transition out of them over time as the Curriculum Redesign initiative of *Inspiring Education* proceeds. The Grades 3, 6 and 9 PATs will remain in place, however, until an alternative is developed.

Strategic Review of Locally Developed Courses

Locally developed courses are an important element of student learning and are therefore an integral part of Curriculum Redesign. Locally developed courses are developed and authorized by school authorities to provide their students with learning opportunities that complement provincially authorized programs.

- In 2011–12, the ministry conducted a strategic review of locally developed courses to determine if these courses, in their current form and administration:
  - are effective and efficient in meeting student needs;
  - provide school authorities with options for innovation and responsiveness; and
  - align with the ministry's strategic direction for the future.
- The results of the review are under consideration by the Ministry.

Curriculum Development

- In 2011–12, Alberta Education approved 58 French Language Career and Technology Studies (CTS) Programs of Study, authorized Western and Northern Canadian Protocol (WNCP) Grade 11 mathematics resources (English and French) and completed and posted Alberta Order of Excellence Grade 4 and Grade 10 resources (English and French) on LearnAlberta.ca.
- In support of ministry and cross-ministry work to build literacy awareness, two literacy videos including conversation guides to support the videos (English and French) were developed and posted on the Literacy web page.
- A draft Numeracy discussion paper was reviewed at the Research Roundtable in April 2011, and the feedback contributed to the development of the *Framework for Student Learning*.
- In the 2011–12 survey of high school students, the vast majority of students agreed that they were improving in reading, writing, science, mathematics and social studies (92 per cent, 90 per cent, 93 per cent, 89 per cent and 90 per cent, respectively).

Provincial Dual Credit Strategy (10-Point Plan)

Dual credit opportunities provide high school students with a way of bridging K–12 and post-secondary education. Students can participate in apprenticeship training or post-secondary college, technical or university courses and earn both high school and post-secondary credits for the same course. This initiative fulfills a commitment in the 10-Point Plan for Education announced by the minister in January 2012.

- In January 2012, an initiative was begun to create more opportunities for students to earn credits in high school and post-secondary institutions at the same time.
- The Dual Credit Strategy is under development and is being finalized via tri-ministry collaboration between Education, Enterprise and Advanced Education, and Human Services.

High School Credentialing Requirements

- The Phase 1: Alberta Today – Review of Alberta High School Credentialing Requirements draft report, which provides a comprehensive review of the current state of high school credentialing in Alberta, was completed in spring 2012. This report describes the current types of credentials available and sets the stage for external consultations on credentialing requirements for an educated Albertan that reflect the future direction of Curriculum Redesign.

Collaborative, Multi-agency Delivery of Comprehensive, Coordinated Supports and Services

- In response to stakeholder feedback, the ministry developed a process to strengthen regional collaborative service delivery so as to better meet the needs of children and youth. Current service delivery models were analyzed, and a Cross-Ministry Project Plan was developed to support transformation to an inclusive education system.
- A draft report, *Planning for a Continuum of Supports and Services*, was developed to support a responsive, collaborative and integrated approach at the school, community and provincial levels, that will help to improve outcomes for learners.
- Emerging practices that support wellness were identified in October 2011, under the Healthy Alberta School Communities initiative. Findings are being used to guide implementation of emerging practices that focus on the three priority wellness outcomes identified in the Framework for Kindergarten to Grade 12 Wellness Education: healthy eating, physical activity and psychosocial well-being. The ministry's commitment to the Healthy Kids Alberta! Strategy and to the Healthy Alberta School Communities Strategic Plan is integral to addressing health and learning outcomes for Alberta students. Summary reports for targeted audiences (e.g., students, government, community partners and project leaders) were developed that detailed best practices for creating healthy school communities.
- A draft *School Library Learning Commons* policy and support resources were developed in collaboration with stakeholders and remains a work in progress to ensure coordination and alignment with the proposed *Government of Alberta Integrated Library Policy*, led by Municipal Affairs, as well as other work within Education, including the new Education legislation and future curriculum development.
- In the 2011–12 survey of Alberta high school students, the vast majority of students were satisfied with their schools' contribution toward the development of their physical abilities (90 per cent) and their emotional well-being (86 per cent).

Renewed Policy on Charter Schools (10-Point Plan)

The Government of Alberta established charter schools in 1994 as part of a larger initiative to provide choice and foster innovation in the public education system. Currently, there are 15 charter schools in Alberta serving approximately 7,300 students. The two initiatives below fulfill a commitment to reduce the administrative burden for established, effective charter schools, an item in the 10-Point Plan for Education announced by the minister in January 2012.

- In 2011-12, the ministry developed a renewed policy on charter schools in Alberta and completed a Ministerial Report that recommended a 10-year term for charter schools. This recommendation was accepted and announced by government in March 2012.
- Through amendments to the Charter School Regulation, established and effective charter schools seeking a 10-year renewal term will need to meet existing requirements and must also demonstrate:
  - strong or improving student performance,
  - a commitment to engaging students,
  - parents, teachers, school staff and community members' involvement in school improvement planning,
  - collaborative work designed to engage the broader education community, and
  - a strong focus on the development of innovative learning environments.

High School Completion Strategy

Completing high school is a critical step for Alberta's youth in creating a positive future for themselves and their families, and for participating fully in a growing and dynamic economy. The Alberta High School Completion Framework is supported by a number of innovative projects and initiatives related to five core strategies – student engagement, successful transition, collaborative partnerships, positive connections and tracking progress. More information on initiatives related to each of these five strategies is available online at: www.learned.education.alberta.ca/hsc/current-projects.

- As part of its comprehensive high school completion strategy, in 2011-12 the ministry:
  - developed four reading intervention training modules;
  - piloted the second year of a three-year "Tell Them From Me" Online Student Engagement Survey project in school jurisdictions;
  - posted the High School Completion Progress Report online at: www.education.alberta.ca/highschoolcompletion/projects/reports.
- In the 2011-12 provincial surveys:
  - 87 per cent of teachers agreed that students can access programs and services at school to get help with school work;
  - 92 per cent of students agreed that it is easy to get help with school work at their school if they need it;
  - 81 per cent of students indicated that they had never thought about dropping out of school, while nine per cent said they had thought about it one to three times.

Developing, Administering and Reporting the Results of Provincial Assessments

- The department developed and administered 253 high-quality diploma exams (153 in English and 100 in French) and 280 high-quality provincial achievement tests. Detailed results reports were prepared and made available to school authorities to help inform improvements for student learning.
- Alberta Education held 91 in-service sessions across the province for teachers and administrators on using Provincial Achievement Test and Diploma Exam results.
- The online exam administration tool, Quest Ax, which now includes a secure word processor, has been used by schools and students for practice tests (450,327), field tests (123,103), provincial achievement tests (5,5861), and for the written response components of diploma exams (7,458).
- All Grade 6 and 9 provincial achievement tests were made available online.
- In the 2011–12 provincial surveys, 73 per cent of parents agreed that their child's school is committed to ongoing evaluation to improve student learning.

Improving Students' Transportation Experience To and From School (10-Point Plan)

The ministry is partnering with two rural school districts to explore ways to improve students' experience on the bus to and from school. These initiatives fulfill a commitment to reduce travel time for students who spend more than one hour on a bus and enable students to better use technology when they travel, both part of the 10-Point Plan for Education announced by the minister in January 2012.

- The Rural Ride Time Reduction Project in the Golden Hills School Division is exploring reduced ride times for students by finding efficiencies and adding more bus routes where necessary. Under the project, the ministry is providing the jurisdiction with the necessary support to optimize their existing student transportation service, and add bus routes where needed. Developmental work on the project completed in 2011–12, facilitated project startup in April 2012.
- The School Bus Wi-Fi Initiative in the Prairie Rose School Division focuses on making long bus rides more productive for students by installing Wi-Fi on buses, enabling students to engage in learning activities on their way to and from school. Developmental work on this project completed in 2011–12, enabled the first phase of this project to begin in April 2012.

For a complete list of Alberta Education initiatives and projects, visit: www.education.alberta.ca/department/ipr.aspx.

For a list of key stakeholder organizations, see the Appendix on pg 79.

Goal 1 Performance Measures

1.a Achievement Test Results in English and French Language Arts and Français

Rationale

- Overall student achievement of standards on provincial achievement tests is one indicator of whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

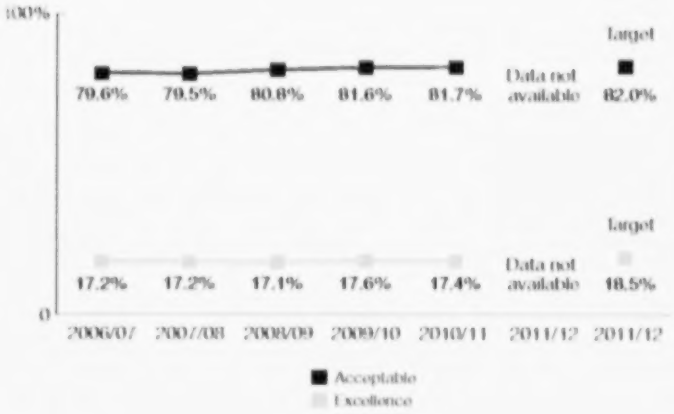
Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011–12 provincial assessment results will be available in October 2012.
- Overall results in Language Arts are calculated as an average of the results in the following seven subjects weighted by the number of individuals that were enrolled:
  - English Language Arts 3, 6 and 9
  - French Language Arts 6 and 9
  - Français 6 and 9
- Overall results have improved from 2006–07 to 2010–11 at the acceptable standard.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students who Achieved Standards on Grades 3, 6 and 9 Language Arts Provincial Achievement Tests



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 3, 6 and 9 Language Arts courses.
- See Exhibit C, Provincial Achievement Tests, pages 76–77.

Participation Rates for Provincial Achievement Tests *(in percentages)*

	Subject	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Grade 3							
	English Language Arts	90	90	91	91	91	Data not available
Grade 6							
	English Language Arts	90	90	90	91	91	Data not available
	French Language Arts	97	98	98	98	97	
	Français	98	98	98	98	98	
Grade 9							
	English Language Arts	88	88	90	90	88	Data not available
	French Language Arts	94	97	96	98	97	
	Français	97	98	98	98	98	
Overall Language Arts							
		89.5	89.3	90.3	90.8	90.5	Data not available

Source: Alberta Education

1.a Achievement Test Results in English and French Language Arts and Français for Students in Grades 3, 6 and 9

Rationale

- Student results on provincial achievement tests at each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K-12 education system.

Target

- Targets for individual Language Arts subject results were not set in the 2011-14 Business Plan.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011-12 provincial assessment results will be available in October 2012.
- As adult literacy studies are not conducted regularly, Grade 9 results in language arts are regarded as indicators of literacy. Students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. Based on 2006-07 to 2010-11 data, results at the acceptable standard have improved over time for both English Language Arts and French Language Arts 9.
- Based on 2006-07 to 2010-11 data, results at the acceptable standard have improved over time for all language arts subjects except Français 6 which has remained stable.
- Based on 2006-07 to 2010-11 data, results at the standard of excellence have remained stable for English Language Arts 3 as well as for Français 6. Results have improved over time for Français 9, French Language Arts 6 and 9, and English Language Arts 9.

Percentages of Students in Grades 3, 6 and 9 who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	Targets 2011/12
Grade 3								
English Language Arts	excellence	18	16	18	20	18	Data not available	
	acceptable	80	80	81	82	82		
Grade 6								
English Language Arts	excellence	20	21	19	19	19		
	acceptable	80	81	82	83	83		
French Language Arts	excellence	11	14	16	16	17	Data not available	
	acceptable	87	88	91	88	89		
Français	excellence	18	17	19	18	18		
	acceptable	93	94	93	91	92		
Grade 9								
English Language Arts	excellence	15	15	15	15	16		
	acceptable	78	77	79	79	79		
French Language Arts	excellence	13	12	10	12	15	Data not available	
	acceptable	81	84	82	86	89		
Français	excellence	13	12	13	13	16		
	acceptable	82	85	86	84	90		
Overall Language Arts								
	excellence	17.2	17.2	17.1	17.6	17.4	Data not available	18.5
	acceptable	79.6	79.5	80.8	81.6	81.7		82.0

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Targets were not set for individual subjects in the 2011–14 Business Plan.
- See Endnote 13, page 73, for information on assessing results relative to targets.
- See Endnote C, Provincial Achievement Tests, page 70.

1.b Diploma Examination Results in Language Arts and Mathematics

Rationale

- The diploma examination measures are aggregates of Language Arts courses and Mathematics courses. This reflects a focus on fundamental literacy and numeracy skills, an important outcome for Alberta's K–12 education system.
- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards in these subjects.

Target

- The targets for Language Arts and Mathematics diploma examination results could not be assessed as current year data is not available.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011–12 provincial assessment results will be available in October 2012.
- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
  - English Language Arts 30-1
  - English Language Arts 30-2
  - French Language Arts 30-1
  - Français 30-1

  Based on 2006-07 to 2010-11 data, overall results in Language Arts at the acceptable level and at the standard of excellence have declined, primarily due to the relatively low results in English Language Arts 30-1.
- The Mathematics measure is an average of the results in the following two subjects weighted by the total number of individuals that wrote each of the exams:
  - Pure Mathematics 30
  - Applied Mathematics 30

  Based on 2006-07 to 2010-11 data, overall results in Mathematics at the acceptable standard have declined, while results at the standard of excellence have improved.
- Based on 2006-07 to 2010-11 data, results at the acceptable standard have declined over time for English Language Arts 30-1 and Applied Mathematics 30.
- Based on 2006-07 to 2010-11 data, results at the standard of excellence have improved over time for Pure Mathematics 30, and declined over time for English Language Arts 30-1 and Applied Mathematics 30.

Percentages of Students Writing Language Arts and Mathematics Diploma Examinations who Achieved Standards

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	Targets 2011/12
English Language Arts 30-1	excellence	19	15	12	10	10		
	acceptable	88	87	86	85	84		
English Language Arts 30-2	excellence	10	9	8	10	9		
	acceptable	89	89	88	89	89		
French Language Arts 30-1	excellence	23	24	19	16	14	Data not available	
	acceptable	96	95	95	94	95		
Français 30-1	excellence	25	25	33	16	20		
	acceptable	97	98	95	94	94		
Overall Language Arts	excellence	16.3	13.7	11.4	10.2	9.9	Data not available	11.9
	acceptable	88.2	87.9	87.1	86.6	86.1		87.9
Pure Mathematics 30	excellence	25	26	26	30	29		
	acceptable	81	81	82	83	81	Data not available	
Applied Mathematics 30	excellence	12	11	14	13	10		
	acceptable	78	76	79	77	74		
Overall Mathematics	excellence	20.7	21.1	22.2	24.3	22.7	Data not available	24.6
	acceptable	80.0	79.8	81.2	81.1	78.8		81.4

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the percentages of students who achieved the standard of excellence.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2006-07 to 2010-11 for Pure Mathematics 30, Applied Mathematics 30, and English Language Arts 30-1 and 30-2.
- Targets were not set for individual subjects in the 2011-14 Business Plan.
- Overall results for language arts are a weighted average of results for the four language arts subjects. Overall results for mathematics are a weighted average of results for the two mathematics subjects.
- Percentages of students who achieved standards in individual subjects are presented as rounded numbers. Percentages shown in the Performance Measures Summary table are presented to one decimal place.
- See Endnote B, page 73, for information on assessing results relative to targets.
- See Endnote C, Diploma Examinations, pages 77–78.

1.c High School Completion

Rationale

- High school completion is important for entry to the labour force and post secondary programs. The five year rate recognizes that it may take more time for some students to finish high school.
- High school completion includes students who enter an Alberta post secondary institution or an apprenticeship program within five years of entering Grade 10, as well as those who earn a high school diploma or certificate. This acknowledges that students have completed the high school courses they need to continue their education in a post secondary program.

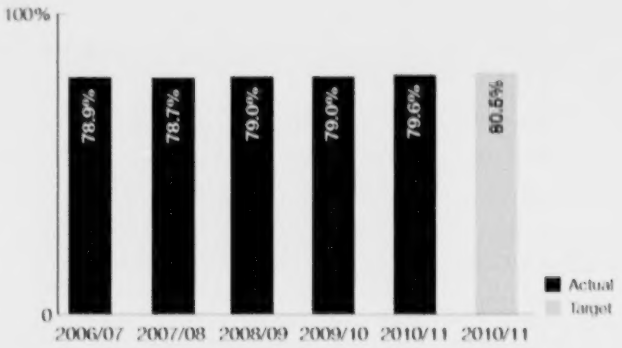
Target

- The target was not met.

Discussion

- In 2010-11, 79.6 per cent of students completed high school within five years of entering Grade 10. The high school completion rate has increased gradually over time. This indicates that parents, students and schools continue to recognize high school completion is important for students' future success.
- External factors such as the economy might have had an effect on the high school completion rate. The province experienced an economic downturn in 2008 and 2009 and as a result more students might have stayed in high school rather than leaving to join the labour force.
- Survey results indicate that high school students are attracted into the workforce for part time work, although the percentage of students employed appears to be declining. The percentage of Alberta high school students who report being employed decreased from 56 per cent in 2007-08 to 43 per cent in 2011-12.
- The percentage of employed students who report they work more than 20 hours per week declined from 20 per cent to 14 per cent. Research based on the Youth in Transition Survey suggests that working more than 20 hours per week may interfere with realizing one's educational potential. Thus, the decrease in the number of students working more than 20 hours per week may have contributed to an increase in students completing their studies.
- In addition, some students who do not complete high school in the ECS-12 education system do so as young adults in the adult learning system. In 2011, 91 per cent of Albertans aged 25-34 reported they had completed high school. This result has remained stable over time and is similar to the Canadian result.
- Improving the high school completion rate continues to be a priority for the Alberta government. Efforts are underway in schools throughout the province to enable more students to complete high school.

High School Completion Rate of Students within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most recent results are for 2010-11 as the data for this measure lag a year.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition, e.g., moving out of province, using Statistics Canada estimates.
- See Endnote C, High School Completion Rates, page 76.

Discussion (continued)

- The three year rate is the high school completion accountability measure used to evaluate school jurisdictions.
- Of the students who complete high school in five years, most (about 90 per cent in 2010-11) complete in three years. This makes the three year rate a reliable predictor of the five year rate in subsequent years. Projections indicate the five year rate is likely to increase over the next few years, all else being equal.
- Both the current and historical data in the table and chart have been adjusted to reflect a recent change in methodology. The calculations under the revised methodology incorporate the post-secondary Classification of Instructional Programs coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading).

Percentages of Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year	5 Year Rate and Year
2002/03	70.7% 2004/05	78.9% 2006/07
2003/04	70.6% 2005/06	78.7% 2007/08
2004/05	71.1% 2006/07	79.0% 2008/09
2005/06	70.8% 2007/08	79.0% 2009/10
2006/07	71.5% 2008/09	79.6% 2010/11
2007/08	72.6% 2009/10	
2008/09	74.1% 2010/11	

Source: Alberta Education

1.d Preparation for Citizenship

Rationale

- Parents, teachers and students – groups that have direct experience with schools – are well positioned to assess the preparation of students for citizenship, an important outcome of the basic education system.

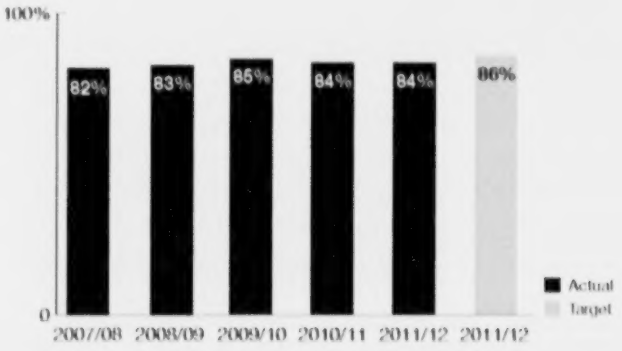
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2011–12 indicate that 84 per cent of high school students, parents and teachers agreed that students model the characteristics of active citizenship.
- Results overall and for high school students and parents have been high and stable over time.
- Teacher results have been consistently higher than those of parents and students and the results have improved over time. Compared to 2007–08, in 2011–12 more teachers agreed that students at school take responsibility for their own actions, follow the rules, volunteer for activities that help others, and are encouraged to get involved in global issues.
- The new Social Studies Program, which is being implemented in Alberta schools, places increased emphasis on developing citizenship skills and the needs of students in the 21st century.

Overall Agreement of High School Students, Parents and Teachers that Students Model the Characteristics of Active Citizenship



Survey Results *(in percentages)*

Respondent Group	2007/08[1]	2008/09[1]	2009/10[1]	2010/11[1]	2011/12
High School Students	76	78	80	79	80
Parents (Gr 3-12)	80	81	83	82	82
Teachers	88	91	92	91	92
Overall Agreement	**82**	**83**	**85**	**84**	**84**

[1] Revised

Source: Alberta Education; IPA Multivariate & Associates Ltd. (2008); CCI Research Inc. (2009, 2010, 2011 and 2012)

Notes:

- For all respondent groups, percentages reported are averages of agreement levels that students:
  - help each other
  - follow the rules
  - respect each other
  - are encouraged to get involved in activities that help people in the community
  - are encouraged to try their best
  - respect the diversity among people (new)
  - take responsibility for their actions (new)
  - volunteer for activities that help others (new)
  - are encouraged to participate in school services, such as attending special events or helping in the library (new)
  - are encouraged to get involved in global issues, such as the environment, world hunger, disaster relief (new)
- This measure has been revised to reflect the responses to two additional standard questions asked in each of the years.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 77, for information on averaging results across respondent groups.
- See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.

1.e Preparation for Student Success

Rationale

- Parents and teachers, together with the public, provide a broad perspective on the extent that students demonstrate attitudes, skills, knowledge and behaviour to be successful when they finish school, an important outcome of the K-12 system.

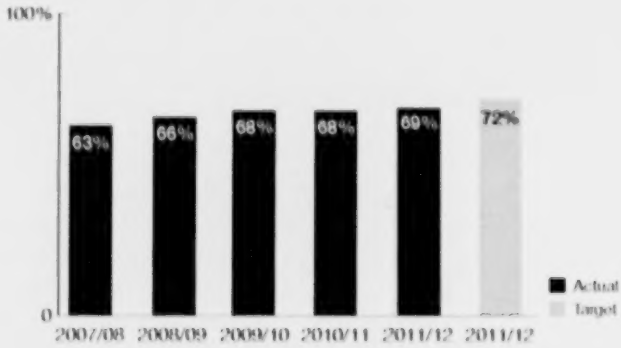
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2011-12 indicate that 69 per cent of parents, teachers and the public were satisfied that students demonstrate attitudes, skills, knowledge and behaviours that will make them successful when they finish high school.
- Overall satisfaction is similar to the previous year's result.
- Satisfaction levels of teachers and parents have been consistently higher than satisfaction of the public. Public satisfaction is lower on all aspects of the measure compared with the satisfaction of parents and teachers.
- To prepare students for success when they finish school, basic employability skills, such as working with others, critical thinking, analysis and communication are included in all courses. Specific courses that prepare students for work also are offered, such as Career and Technology Studies (CTS) and the new Knowledge and Employability courses.
- Work Experience courses and the Registered Apprenticeship Program also enable many students to gain skills in the workplace while in high school.

Overall Satisfaction of Parents, Teachers and the Public that Students Demonstrate Attitudes, Skills, Knowledge and Behaviours to be Successful When They Finish School



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
Parents (Grades 7-12)	61	65	67	70	70
Teachers	77	79	85	82	83
Public	54	53	52	53	54
Overall	**63**	**66**	**68**	**68**	**69**

Source: Alberta Education; IRA Mildred & Associates Ltd. (2008); CCI Research Inc. (2009, 2010, 2011 and 2012)

Notes:

- For parent and teacher respondent groups, percentages reported are averages of satisfaction levels that:
  - students are taught the attitudes and behaviours that will make them successful at work when they leave school
  - students demonstrate attitudes and behaviours that will make them successful at work when they leave school (new)
  - students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (new)
  - students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime (new), and
  - students' ability to demonstrate positive attitudes and behaviours (new)
- For the public respondent group, percentages reported are averages of satisfaction levels that:
  - students are taught the attitudes and behaviours that will make them successful at work when they leave school
  - students demonstrate attitudes and behaviours that will make them successful at work when they leave school (new)
  - students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime (new), and
  - students' ability to demonstrate positive attitudes and behaviours (new)
- Historical results for 2010-11 have been updated to include the four new items in the parent and teacher respondent groups and three new items in the public respondent group and are comparable with the current result. Results for 2009-10 do not include one of the three new items in the public respondent group. Similarly, results for 2007-08 and 2008-09 do not include one of the four new items in the parent and teacher respondent groups and one of the three new items in the public respondent group.
- Overall satisfaction ratios are the averages of agreement/satisfaction ratios for each respondent group. See Endnote A, page 72, for information on averaging results across respondent groups.
- In the parent survey, only parents of Grades 7-12 students were asked the questions related to "attitudes and behaviours" starting from 2009-10. Whereas in previous years these questions were asked to parents of ECS - Grade 12 students. The results prior to 2009-10 have been restated using survey responses from parents of Grades 7-12 students only.
- See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.

GOAL 2

Transformed Education Through Collaboration

Through collaboration with stakeholders and partners in Alberta's education system, the ministry strives to continuously improve in providing high quality learning opportunities to all students in Alberta. This includes increased access to and participation in programs that enable increased levels of educational achievement. To achieve this goal, Education sets policies and standards for program and resource development; develops and enhances programs to help meet the unique learning needs of all students; and encourages innovation to create continuous improvement and leading edge practices within the education system.

Achievements

Legislation

- As part of the transformation of the education system, government conducted extensive work on the development of a new Education Act, which reflected the findings of the *Inspiring Education* dialogue with Albertans. In Fall 2011 students, parents, teachers and other members of the public were encouraged to provide input on the new education legislation and how to improve Alberta's education system through the Our Children, Our Future: Getting it Right public engagement process. More than 5000 Albertans responded with their ideas on Alberta's education legislation through seven community meetings, as well as online and via email, Facebook, Twitter and regular mail. After incorporating this knowledge, Bill 2 – the Education Act was introduced in the Legislative Assembly in February 2012.
- The department developed a new process for establishing separate schools in collaboration with the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association and the Alberta School Boards Association. The new process requires greater collaboration between separate and public school boards and for more information to be provided to all members of the community, and allows for greater community participation, while honouring the constitutionally protected rights of the minority denomination.
- The department developed the St. Albert and Sturgeon Valley School Districts Establishment Act to address longstanding issues with respect to the provision of public education in Morinville. The Act received Royal Assent in March 2012. It is expected the Act will be proclaimed prior to the beginning of the 2012-13 school year, providing students in Morinville with access to public education in their community.

Next Phase of Transformation

- Alberta Education continued to engage education stakeholders on the next steps required to transform Alberta's education system, following up on initiatives such as *Inspiring Education*, *Setting the Direction*, and *Inspiring Action*. In September and October 2011, the ministry, in partnership with the Alberta Teachers' Association and the Alberta School Boards Association, held five meetings across the province with key education stakeholders and school jurisdictions, organized by rural, urban and metropolitan areas. The meetings engaged participants in a discussion focused on fostering partnerships for and commitment to the transformation of education in Alberta.

Action on Inclusion (Setting the Direction Framework)

The development of an inclusive education approach for all students was a key focus of the *Setting the Direction Framework: Government of Alberta Business Plan*.

- Under Theme 5 (Capacity Building), the ministry completed the Action on Inclusion Project Plan and Implementation Plan, and distributed $12 million to school authorities in July 2011 to support inclusive education.
- Under Theme 6 (System Redesign), the ministry collaborated with key stakeholders from the education, children and youth services, and health sectors and developed a process to support stronger alignment of collaborative service delivery, and developed accountability outcomes and interim measures for an inclusive education system.
- The ministry approved and distributed the Theme 2 version of the Inclusive Education Planning Tool (IEPT) to school authorities for piloting in September 2011. Piloting is underway with over 200 schools in 64 school authorities across the province. The IEPT is a digital differentiated resource in English and French that offers support for teachers in their implementation of provincial curriculum. The resource will help build teacher capacity to better meet the diverse needs of all students by grounding instruction in the provincial programs of study and identifying supports and strategies students need to be successful learners.
- The ministry also announced new inclusive education capacity building funds to support inclusive practice in schools across Alberta.
- In the 2011–12 provincial survey of parents of students with severe special needs, the majority of parents were satisfied:
  - with the quality of their child's education (82 per cent)
  - that the school program meets the needs of their child (77 per cent)
  - that they were meaningfully involved in the development of their child's Individual Program Plan (79 per cent)
  - with their child's progress in school (78 per cent)
  - that their child receives the support services they need to be successful in school (72 per cent) and is benefiting from the services being provided (81 per cent).

Teacher Competency Standards, Induction, Preparation and Professional Development

Alberta recognizes that teachers have a significant impact on how well students engage and learn in the classroom. Enactment of competency standards, induction practices, teacher preparation and continuous professional development increases teaching quality to meet student needs.

- In 2011–12, the ministry:
  - worked with stakeholders to ensure that the Teaching Quality Standard, which establishes competencies required of teachers, is relevant, current and appropriate to meeting the needs of Alberta's students;
  - continued the Northern School Authority Teacher Induction pilot to form the basis for a provincial policy on teacher induction that will improve teacher retention;
  - entered an agreement with Mount Royal University College to certificate education graduates whose qualifications meet ministry requirements;
  - developed a Provincial Policy Framework for Professional Learning.
- In the 2011–12 provincial surveys:
  - 81 per cent of all parents were satisfied with the quality of teaching at their child's school.
  - 88 per cent of all high school students were satisfied that their teachers are knowledgeable about the subjects they teach.
  - 79 per cent of all high school students were satisfied that teachers give them the individual attention they require; 75 per cent of all parents were satisfied that teachers at their child's school give their child the individual attention they require.
  - 89 per cent of all high school students were satisfied that their teachers help students achieve learning expectations; 89 per cent of all parents were satisfied that teachers help students at their child's school to achieve learning expectations.

School Leadership Framework

- Strong leadership in Alberta schools is instrumental to ensuring that schools are meeting the challenges and opportunities of a changing education environment. In 2011–12, the ministry authorized *Professional Practice Competencies for School Leaders in Alberta* as provincial practice standards.

Education Research

Alberta Education is part of a national and international movement toward evidence-based and research-informed decision-making, policy and practice in education.

- In 2011-12, the ministry developed the Education Research Framework together with education partners to support the improvement of student engagement and learning in Alberta. The Framework will enhance education research and innovation capacity for stakeholders, and will connect education research among educators, students, parents, academia, research facilitators, partners and stakeholders.
- The ministry developed the Alberta Education Research and Innovation Strategy to enhance research and innovation capacity of the ministry.
- The ministry also approved Cycle 5 of the Alberta Initiative for School Improvement (AISI) framework which will focus on research capacity, school and community engagement, and collaborative cross-school authority projects. To date, AISI has inspired almost 2,000 projects that explore new approaches in teaching to ensure our students have the best possible learning opportunities.

Education Sector Workforce Framework for Action

- Alberta continues to experience a growing student population and demands for different skills in the education sector workforce. The Education Sector Workforce Framework for Action outlines strategic initiatives to attract, develop and retain a workforce to meet these needs. In 2011-12 the ministry:
  - published videos on teacher attraction and curriculum coordinator work, photos, information reports and fact sheets
  - developed the "Ask Amber" webpage, to respond to questions about jobs as teachers, administrators and educational assistants
  - developed a plan for an Edmonton bridging pilot project for foreign-prepared teachers; the first draft of the program is complete, and the pilot will begin in September 2013
  - developed a resource to guide creation of programs that bridge teachers educated in foreign countries to certification and employment in Alberta
  - developed a program that provides teachers with an apprenticeship credential that allows them to teach courses for which students can acquire both secondary and post-secondary credits
  - supported all journeypersons participating in the first Career and Technology Studies bridging program cohort to work in Alberta classrooms while completing their Bachelor of Education programs
  - developed a plan to provide secondary teachers with an apprenticeship credential
  - extended the Northern Student Teacher Bursary Program, designed to attract students in a post-secondary teacher preparation program to northern Alberta communities by providing scholarships for the last two years of their studies.

Student Engagement/The Student Voice

The ministry continued to engage Alberta students and to use their views and ideas to inform the work of the education system.

- In 2011-12, the ministry:
  - held the third annual Speak Out Conference in April 2011
  - provided opportunities for student input through participation in public consultation and engagement sessions, to initiatives such as developing the Education Act, the Schools for the Future design standards report, the Curriculum Standards and Process Redesign Project, and the Social Policy Framework for the Ministry of Human Services.
- In the 2011-12 provincial surveys:
  - 17 per cent of high school students reported they were involved "a lot" and 50 per cent reported being involved "some", when asked about their involvement in decisions at school.
  - 73 per cent of all high school students agreed that they have a voice in decisions made at their school.
  - 76 per cent of all parents agreed that the engagement of students at school had improved or stayed the same over the last three years.

Educational Infrastructure Strategy

- Alberta Education announced $268 million in new capital projects in May 2011, to be completed for the 2014-15 school year or earlier. These projects include 22 new and replacement schools, 13 modernizations of existing schools, and a three-year modular classroom program. Ministry staff worked with school jurisdictions in developing school-specific designs and pursuing partnerships for their approved capital projects.
- Alberta Education was an active partner with Alberta Infrastructure in the procurement process for the 35 projects, including work on the third phase of the Alberta Schools Alternative Procurement initiative, which will construct 13 schools under a single contract.
- Alberta Education approved 72 new modular classrooms for the 2011-12 school year to address the most pressing enrolment pressures across the province. The highest priorities were identified in consultation with the school jurisdictions.
- To meet the needs and challenges of appropriate learning spaces for 21st century learners, the Education Design Standards for school facilities were reviewed, and approved recommendations are being implemented. Interim design standards were implemented in the 22 new schools announced in May 2011. This work supports a commitment to update school design specifications to better support communities, an item in the 10 Point Plan for Education announced by the minister in January 2012.
- The department continued to consult with and assist school jurisdictions regarding their capital plans and to reach consensus on the scope of high priority projects. This was accomplished through processes such as value management sessions, which were conducted jointly by Alberta Education and Alberta Infrastructure, as well as cross-jurisdictional planning workshops.
- Recommendations on the playground prototype project were accepted and locations approved. This supports the commitment to coordinate building playgrounds and new schools, an item in the 10 Point Plan for Education announced by the minister in January 2012.

- In the 2011–12 provincial surveys:
  - 88 per cent of all high school students were satisfied that their school has enough space to meet their learning needs. Eighty-three per cent of parents of students with severe special needs and 76 per cent of all parents were satisfied that their child's school has enough space to meet their child's learning needs.
  - 86 per cent of all high school students were satisfied that their school meets their physical needs. All parents were satisfied that their child's school meets their child's physical needs. A very high proportion (93 per cent) of parents of students with severe special needs were also satisfied.
  - 91 per cent of all high school students were satisfied that their school is well maintained. Similar proportions of parents of students with severe special needs (94 per cent) and all parents (92 per cent) were satisfied that their child's school is well maintained.

Technology Strategy to Meet the Changing Needs of the Education System

- Alberta Education has worked with more than 200 stakeholders since May 2011 to develop a technology strategy that will meet the changing needs of a transformed learning environment.
- The ministry continued implementing its technology acquisition strategies (such as Education Standing Offers, provincial licenses, leveraging resources through partnerships) to support the use of technology for learning in Alberta schools, including:
  - securing additional SuperNet bandwidth funding, announced in November 2011
  - establishing a provincial license for an online student digital literacy resource, *My World*, announced in November 2011
  - successfully executing year two amendments to both Microsoft Office and the Enterprise Client Access License (E-CAL) operating system.
- In the 2011–12 provincial surveys:
  - the vast majority of high school students agreed that they have sufficient access to computers at school (96 per cent) and at home (93 per cent) to do their school work.
  - 97 per cent of high school students and 88 per cent of parents agreed that students use the Internet to do research on assignment topics.
  - 92 per cent of high school students and 87 per cent of parents agreed that students have the computer skills, such as word processing and creating databases and charts, to support their studies.
  - 91 per cent of students and 83 per cent of parents agreed that students have the skills to create multi-media presentations with sound, pictures and video for their projects/assignments.

Provincial Approach to Student Information

- The department continued to implement the Provincial Approach to Student Information (PASI) in 2011–12. Under PASI Phase 2, Student Academic Records Management, designs for high school course marks collection and processing were completed. The collection function was successfully implemented and utilized for collection of the 2011–12 first semester high school marks.

International and Intergovernmental Relationships

- Alberta Education continues to develop and maintain strategic alliances and relationships with the Council of Ministers of Education, Canada (CMEC) and to advance Alberta's intergovernmental and international agenda. In 2011–12, the ministry:
  - provided advice on literacy through the Literacy Expert Advisory Group
  - developed an action plan for the 2011–12 Complementary Agreement with Canadian Heritage on Official Languages in Education Programs, and submitted it to Canadian Heritage for approval
  - completed negotiations for 2011–12 related to complementary funding agreements under the Official Languages Protocol with the federal government. The ministry negotiated related accountabilities with the ministries of Enterprise and Advanced Education (formerly Advanced Education and Technology) and International & Intergovernmental Relations (formerly Intergovernmental, International and Aboriginal Relations).
- The ministry works closely with CMEC to ensure that Alberta's position is represented in Organization for Economic Cooperation and Development (OECD) meetings to which CMEC sends delegations. To represent Alberta at national and international initiatives and events related to international education studies, data, indicators and statistics, the ministry:
  - represented Canada on the International Indicators of Education Systems (INES) Working Party which leads OECD work on the annual Education at a Glance publication. In this role, the ministry co-developed Canada's response to the draft *Education at a Glance 2011* OECD international educational indicators report and attended the Indicators of Education Systems meeting to contribute to the ongoing work on the *Education at a Glance* publication.
  - coordinated the Canadian response to an OECD survey on availability of early childhood education data
  - completed data submissions on the OECD survey of teachers and teaching (hours of instruction, working hours, salaries), which will allow for the publishing of this jurisdiction level information for the first time and will allow Canada to report this data to OECD and eliminate one of the missing data points for Canada in *Education at a Glance*
  - developed a draft CMEC Work Plan for pan-Canadian collection and reporting of Aboriginal Data for approval by the Strategic Management Committee and Canadian Education Statistics Council
  - completed a pilot study for the OECD's Teaching and Learning International Survey 2013 (TALIS) and commenced the TALIS Field Trial in March 2012
  - provided advice on the drafting of the International Education Marketing Action Plan (IEMAP), a CMEC-led plan endorsed by the Council of the Federation
  - co-hosted, together with the OECD, the *Innovative Learning Environments* Conference in October 2011. This conference brought some of the best education minds in the world to Banff for two and a half days of thought-provoking discussion and exchange of innovative ideas about the future of education, while highlighting the successes of Alberta's education system on the world stage.
  - in addition, the Deputy Minister completed his three-year term as Chair of OECD's Education Policy Committee in 2011.

- Alberta Education is working to enhance Alberta's presence and exposure in international markets. In 2011–12, the ministry collaborated with school jurisdictions, post-secondary institutions and Enterprise and Advanced Education (formerly Advanced Education and Technology), to complete strategic education marketing missions to Brazil, Columbia, Vietnam, Mexico and China to attract international students to Alberta. International students contribute to the province's innovation and economic competitiveness, and Alberta students and communities gain access to the unique social and cultural perspectives international students bring to the classroom, which supports the overall development of global citizenship in Alberta schools and communities.
- The ministry also:
  - completed strategic education marketing missions to Brazil, Columbia, Vietnam, Mexico and China
  - supported the Education mission to Japan in June 2011 for an Organization for Economic Cooperation and Development seminar and associated meetings
  - provided direction on the program and liaison/leadership support in collaboration with school jurisdictions for the International Spanish Academy Conference that took place in Calgary in May 2011 where over 100 participants learned about best practices in Spanish bilingual education
  - launched the International Education Week website including a toolkit, logo and support resources and distributed posters to schools, providing an opportunity to celebrate and showcase the rich variety of innovative programs and activities that expose students to an international dimension which enriches their learning and prepares them for global citizenship.
- Alberta led the Western and Northern Canadian Protocol (WNCP) Assistant Deputy Ministers Steering Committee and Directors Committee (until September 2011). The ministry reviewed, revised and renewed the Protocol, which was signed by the WNCP Ministers of Education in Edmonton on May 26, 2011. The ministry also led the development of the first ever WNCP Three Year Business Plan (2011–2014) and established an annual strategic planning process for the WNCP.

Transparency, Clarity and Accountability of the Education System (10-Point Plan)

The initiatives listed below support the commitment to increase transparency, clarity and accountability in the education system, part of the 10-Point Plan for Education. They provide better information about what the school system is doing, accomplishing, and spending.

- The ministry developed and posted online information sheets for the province's 62 school boards and 13 charter schools that provide clear, simple information that helps parents understand and make informed decisions about education in their local communities. The information sheets identify key characteristics of the jurisdiction and provide data supporting school jurisdiction accountability, such as high school completion rates and results of provincial assessments. They are available at: www.education.alberta.ca/parents/educationsys.aspx.
- The ministry is exploring a standardized financial reporting template for school jurisdictions that would provide increased detail on the expenses of school jurisdictions.
- In the 2011–12 provincial surveys:
  - 81 per cent of parents felt that information about student achievement had improved or stayed the same over the last three years.
  - 74 per cent of parents felt that the accountability of school to parents had improved or stayed the same over the last three years.

Creating a Stronger Voice for Parents (10-Point Plan)

- A new Minister's Parent Advisory Council was announced in March 2012, providing parents with another avenue for contributing their ideas and perspectives to government. The Parent Advisory Council consists of 20 parents of different backgrounds and perspectives from across Alberta, who will engage with other parents to share information and solicit feedback on K-12 educational issues and priorities. The Advisory Council will meet with the Minister a few times each year to share their perspectives and what they have heard at the local level. The creation of this Council supports a commitment to create a stronger voice for parents in the education system, one of the items in the 10 Point Plan for Education announced by the minister in January 2012.

Stable and Predictable Funding to School Authorities

- The ministry worked with the ministries of Finance, and Treasury Board and Enterprise to establish minimum three-year funding cycles for education. This funding cycle will ensure that students, parents, teachers, support staff and school boards can keep their focus on the classroom results that matter most, and reflects the importance government places on education and supporting student learning.

Credit Enrolment Unit Funding Model

- Alberta Education conducted a review of its use of the Carnegie Unit on instructional time and the associated Credit Enrolment Unit funding model. Preliminary findings support the elimination of the requirement for all students to have access to 25 hours of instructional time per earned credit. The department met with all College of Alberta School Superintendents / Zone Associations to discuss these findings and to explore the implications further.

Rural Education

- The ministry held a Rural Education Symposium in Red Deer in March 2012 to foster sharing of effective practices and collaboration on rural education issues. Rural school trustees, administrators, teachers, students, parents and representatives from the ministries of Education, Municipal Affairs, and Agriculture and Rural Development came together to promote student success in rural Alberta. The symposium showcased best practices from school jurisdictions, such as:
  - First Nations, Métis and Inuit collaborative frameworks
  - rural transportation funding and transportation trial projects
  - multi-aged learning in rural Alberta communities, and
  - meeting the unique learning needs of students through technology.

For a complete list of Alberta Education initiatives and projects, visit: www.education.alberta.ca/department/ipr.aspx.

For a list of key stakeholder organizations, see the Appendix on pg. 79.

Goal 2 Performance Measures

2.a Quality of Basic Education

Rationale

- High quality basic education meets the needs of all students, society and the economy.

Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2011-12 indicate that 86 per cent of high school students, parents, teachers, school board members and the public were satisfied with the overall quality of basic education.
- Overall satisfaction has been stable over time.
- Public satisfaction, although lower than the satisfaction of other respondent groups, has increased over time.
- Parent satisfaction, although stable over time, continues to be lower than that of students, teachers and board members.
- In 2011-12, public satisfaction is similar to parent satisfaction. However, public satisfaction is lower than that of students, teachers and school board members.

Survey Results *(in percentages)*

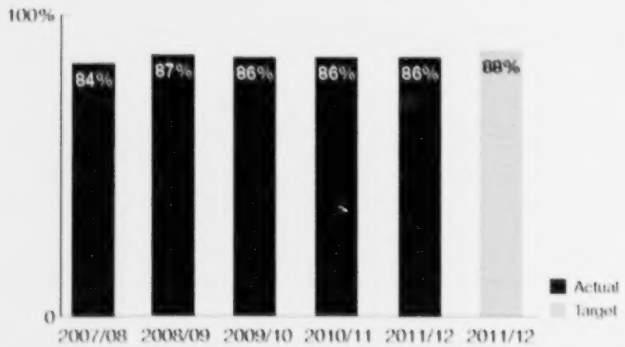
Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	90	91	91	92	92
Parents (ECS-12)	80	82	81	80	80
Teachers	90	93	90	91	93
School Board Members	89	91	92	91	92
Public	72	78	76	75	76
Overall Satisfaction	**84**	**87**	**86**	**86**	**86**

Source: Alberta Education; IPSOS Reid; Insightrix Research Inc.; Banister Research & Consulting Inc.; Ipsos Public Affairs; Research Management Consultants; Bruce Cameron Consulting; Praxis Research Inc.; BA Malatest & Associates Ltd.; 2008; CCI Research Inc.; 2009, 2010, 2011 and 2012

Notes:

- For high school students, parents, teachers and school board members, percentages reported are averages of satisfaction levels with the following specific aspects of the school system:
  - overall satisfaction with education at schools;
  - the quality of teaching at schools;
  - the highest priority of the education system is the success of the student;
  - school work is interesting;
  - school work is challenging; and
  - learning expectations at school are clear.
- For the public, the percentage reported is the average of satisfaction levels with the following two aspects of the school system:
  - overall satisfaction with education at schools; and
  - the highest priority of the education system is the success of the student.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 72, for information on averaging results within and across respondent groups.
- See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members and the Public with the Quality of Basic Education



2.b Working Relationships

Rationale

- The perceptions of various stakeholders who are directly involved in the K-12 education system, as well as public perception on their input into education, provide an indication of effective working relationships within the education system.

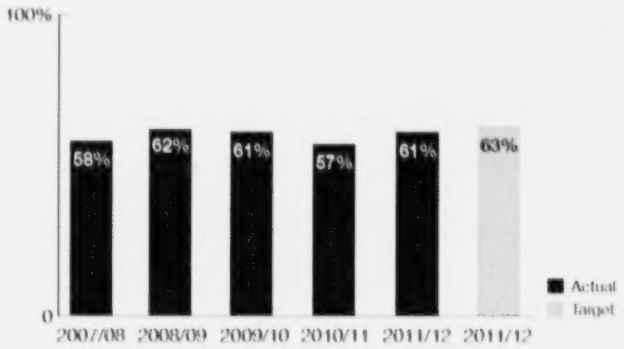
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall, in the 2011-12 provincial surveys, 61 per cent of high school students, parents, teachers, school board members and the public were satisfied that their input into education at the school, jurisdiction and provincial levels was considered, respected and valued.
- Overall satisfaction has been stable over time. However, within respondent groups, the satisfaction level has increased over time for high school students and the public.
- Public satisfaction has been consistently lower than results for the other groups over the years. Public satisfaction is lowest regarding whether their input into the education of students is considered by Alberta Education. The public typically has less familiarity and involvement with education than other respondent groups, which may affect results.
- The marked increase in student satisfaction may be related to the *Speak Out* student engagement initiative which established an ongoing interactive website and the Minister's Student Advisory Council on Education, as well as meetings with students around the province.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members and the Public that Their Input is Considered, Respected and Valued by the School, Jurisdiction and Province



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	68	78	81	74	76
Parents (PCS 12)	59	60	59	56	56
Teachers	62	65	62	60	59
School Board Members	56	56	58	50	63
Public	44	51	46	47	51
Overall Satisfaction	**58**	**62**	**61**	**57**	**61**

Source: Alberta Education; IPA Maitland & Associates Ltd., 2008; CCI Research Inc., 2009, 2010, 2011 and 2012

Notes:

- Students were asked about their satisfaction that their input into decisions at their school is being considered.
- School board members were asked about their satisfaction that their input into the education of students is being considered by Alberta Education.
- For parents and the public, percentages reported are averages of satisfaction that:
  - their input into decisions at school is being considered
  - their input into the education of students is considered by the school board
  - their input into the education of students is considered by Alberta Education.
- For teachers, percentages reported are averages of satisfaction that:
  - their input into the education of students is considered by the school
  - their input into the education of students is considered by the school board
  - their input into the education of students is considered by Alberta Education.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 72, for information on averaging results within and across respondent groups.
- See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.

2.c School, Jurisdiction and Provincial Leadership

Rationale

- Effective leadership at all levels is important to maintain the quality of the K-12 education system and to improve student programs and achievement.

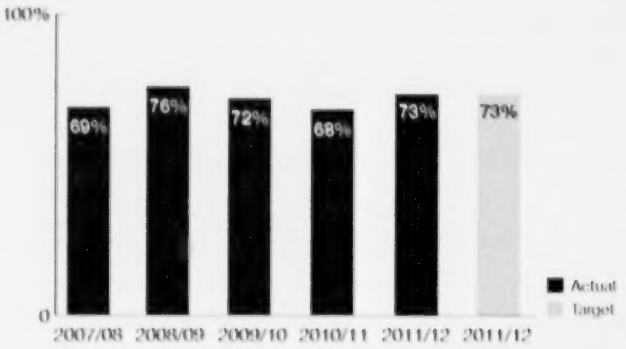
Target

- The target was met.

Discussion

- Survey results in 2011-12 indicate that overall, 73 per cent of parents, teachers and school board members were satisfied with leadership at all levels of the K-12 system.
- Overall satisfaction with leadership at all levels combined has been stable over time although with some variation.
- Within respondent groups, only school board member satisfaction has increased over time.
- School board members' satisfaction with leadership at the provincial level has fluctuated over time with a decrease in 2010-11.
- Satisfaction with leadership is consistently highest at the school level and lowest at the provincial level, likely reflecting parents' and teachers' positive and regular contact with the school administration.

Overall Satisfaction of Parents, Teachers and School Board Members that Education Leadership at all Levels Combined (School, Jurisdiction and Provincial) Effectively Supports and Facilitates Teaching and Learning



Survey Results *(in percentages)*

At the School Level					
Respondent Group	**2007/08**	**2008/09**	**2009/10**	**2010/11**	**2011/12**
Parents (LCS-12)	85	87	84	87	88
Teachers	86	90	87	85	86
Overall Satisfaction	**85**	**88**	**86**	**86**	**87**

At the Jurisdiction Level					
Respondent Group	**2007/08**	**2008/09**	**2009/10**	**2010/11**	**2011/12**
Parents (LCS-12)	72	82	82	77	78
Teachers	81	83	83	79	80
Overall Satisfaction	**77**	**82**	**82**	**78**	**79**

At the Provincial Level					
Respondent Group	**2007/08**	**2008/09**	**2009/10**	**2010/11**	**2011/12**
Parents (LCS-12)	56	60	55	53	57
Teachers	55	63	55	51	58
School Board Members	63	72	67	59	71
Overall Satisfaction	**58**	**65**	**59**	**54**	**62**

At All Levels Combined (School, Jurisdiction, Provincial)					
Respondent Group	**2007/08**	**2008/09**	**2009/10**	**2010/11**	**2011/12**
Parents (LCS-12)	71	77	73	72	74
Teachers	74	79	75	72	74
School Board Members	63	72	67	59	71
Overall Satisfaction	**69**	**76**	**72**	**68**	**73**

Source: Alberta Education; IPA Multivariate & Associates Ltd., 2008; CCI Research Inc., 2009, 2010, 2011 and 2012.

Notes:

- Overall satisfaction at each level (school, jurisdiction, provincial) is the average of satisfaction levels for each respondent group. Overall satisfaction at all levels combined is the average of overall satisfaction at each level. See Endnote A, page 72, for information on averaging results within and across respondent groups.
- See Endnote A, pages 70–71, for information on surveys conducted for Alberta Education.

2.d K-12 System Improvement

Rationale

- Improving education for students is an important outcome of the K-12 education system.

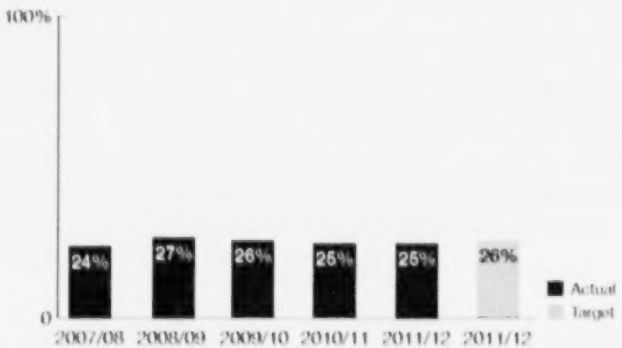
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2011-12 indicate that 25 per cent of parents, teachers and school board members believe that Alberta's K-12 education system has improved in the last three years.
- Results overall and for each respondent group have been stable over time.
- Results have been consistently higher for school board members than for parents and teachers.
- A significant percentage of parents (11 per cent) answering Don't Know, Not Applicable or otherwise not responding to the 2011-12 survey question, affected results.
- When asked about improvement in their own school or jurisdiction rather than about improvement in Alberta's K-12 education system in general, overall results were more positive at 43 per cent in 2011-12.

Overall Percentage of Parents, Teachers and School Board Members Indicating that the Alberta K-12 Education System has Improved in the Last Three Years



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
Parents	15	19	16	17	17
Teachers	23	29	25	22	23
School Board Members	34	35	38	35	36
Overall (Improved)	**24**	**27**	**26**	**25**	**25**

Source: Alberta Education; IPA Mitchell & Associates Ltd. (2008, 2010, 2011 and 2012).

Notes:

- The measure has been revised to focus only on responses related to the improvement in Alberta's K-12 education system in the last three years. Prior to revision, the measure focused on responses related to both "improvement" and "stayed the same" regarding Alberta's K-12 education system in the last three years.
- The overall percentage indicating Alberta's K-12 education system has improved in the last three years is the average of the percentage for each respondent group. (See Endnote A, page 77, for information on averaging results across respondent groups.)
- Historical results have been revised to reflect the change in the measure and are not comparable with the current result.
- In the Parent survey, only parents of Grades 3-12 students were asked the question from 2009-10 whereas in previous years it was asked to parents of ECS-Grade 12 students. The results prior to 2009-10 have been modified using survey responses from Parents of Grades 1-12 students only.
- (See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.)

2.e Core Subjects

Rationale

- A solid grounding in the core subjects of mathematics, language arts, science and social studies is essential for a solid basic education.

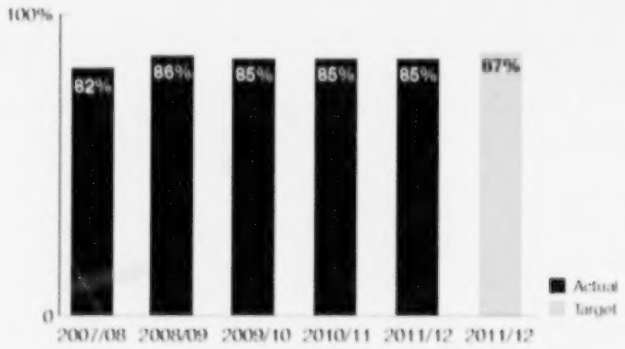
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- In the 2011-12 surveys, 85 per cent of high school students, parents, teachers, school board members and the public were satisfied that students are receiving a solid grounding in core subjects.
- Overall satisfaction has been strong and stable over the last five years.
- Satisfaction for students and the public has increased over time.
- Satisfaction of high school students, parents, teachers and school board members has been consistently higher than public satisfaction.
- Public satisfaction is lowest regarding whether the curriculum focusses on what students need to learn in writing and in social studies compared to other core subjects.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members and the Public with the Opportunity of Students to Receive a Solid Grounding in Core Subjects (Language Arts, Mathematics, Science and Social Studies)



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	89	92	92	92	92
Parents (ECS-12)	82	86	85	84	82
Teachers	83	87	87	86	85
School Board Members	83	87	88	86	87
Public	71	78	75	76	78
Overall Satisfaction	**82**	**86**	**85**	**85**	**85**

Source: Alberta Education; IPA Mildred A. Access Ltd.; 2008; CCI Research Inc.; 2009, 2010, 2011 and 2012.

Notes:

- For high school students, percentages reported are averages of agreement levels that "you are getting better at ... reading, writing, mathematics, science and social studies."
- For parents, teachers, school board members and the public, percentages reported are averages of satisfaction levels that "the curriculum focusses on what students/your child needs to learn in ... reading, writing, mathematics, science and social studies."
- Overall satisfaction is the average of satisfaction/agreement levels for each respondent group. See Endnote A, page 77, for information on (averaging) results within and across respondent groups.
- See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education.

2.1 Broad Program of Studies

Rationale

- Access to complementary subjects such as fine arts, physical education, second languages and Career and Technology Studies is an indicator that students have the opportunity to receive a broad education.

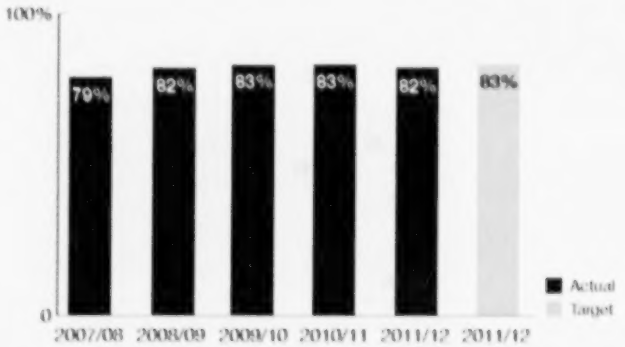
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- Overall survey results indicate that 82 per cent of high school students, parents, teachers and school board members were satisfied with students' opportunities to receive a broad program of studies in 2011-12.
- Results overall and for each respondent group have been stable over time.
- Satisfaction is higher for students than parents, teachers and school board members in 2011-12.
- In general, student satisfaction is lowest regarding the opportunity to learn about health, while parent, teacher and school board member satisfaction is lowest regarding the opportunity to learn about drama and another language.

Overall Satisfaction of High School Students, Parents, Teachers and School Board Members with the Opportunity of Students to Receive a Broad Program of Studies



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	83	86	84	84	86
Parents (ECS-12)	77	80	81	81	81
Teachers	81	83	84	83	82
School Board Members	75	80	81	82	80
Overall Satisfaction	**79**	**82**	**83**	**83**	**82**

Source: Alberta Education; IPSOS Reid; Ipsos Public Affairs; CCI Research Inc.; 2008, 2010, 2011 and 2012

Notes:

- Percentages reported are averages of satisfaction levels that "you/your child/your students/students in your jurisdiction have opportunities to learn about ... music, drama, art, computers, health, another language" and with "opportunities to participate in physical education."
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 73, for information on averaging results within and across respondent groups.
- See Endnote A, pages 70–71, for information on surveys conducted for Alberta Education.
- In the French survey, only parents of Grades 7–12 students were asked questions relating to "drama" and "another language" beginning in 2009-10, whereas in previous years these questions were asked to parents of ECS–Grade 12 students.

2.g Safe, Caring, and Healthy Learning Environment

Rationale

- A safe, caring and healthy learning environment is fundamental to facilitating student learning.

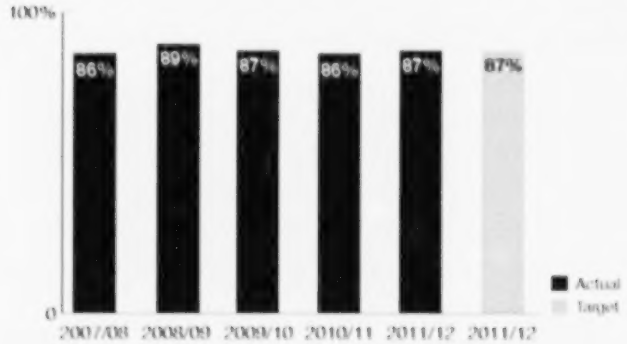
Target

- The target was met.

Discussion

- In the 2011-12 surveys, 87 per cent of students, parents, teachers and school board members agreed that schools provide a safe, caring and healthy learning environment.
- Overall agreement has been consistently high over the past five years.
- Agreement levels for each respondent group have been stable over the past three years.
- Results for parents have been slightly lower than results of the other respondent groups from 2008-09 onwards.
- Over time, the results for teachers are consistently higher than those of parents. In 2011-12, teachers agreed strongly that students treat each other well at school, whereas their agreement was lower concerning whether the gym and the playground meet the daily physical needs of students.

Overall Satisfaction of High School Students, Parents, Teachers and School Board Members that School Provides a Safe, Caring and Healthy Learning Environment



Survey Results *(in percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	91	93	88	87	87
Parents (ECS-12)	83	84	82	82	83
Teachers	86	91	88	87	89
School Board Members	83	89	88	88	87
Overall Agreement	**86**	**89**	**87**	**86**	**87**

Source: Alberta Education; H.A. Mulford & Associates Ltd.; 2008; CCI Research Inc.; 2008, 2010, 2011 and 2012

Notes:

- For all respondent groups, percentages reported are averages of agreement/satisfaction levels that:
  - students feel safe at school
  - students feel safe on the way to and from school
  - students treat each other well at school
  - teachers care about their students
  - students are treated fairly by adults at school
  - schools promote physical activity, health and wellness (new)
  - students are learning about how to stay healthy (new)
  - students have healthy food choices in the school cafeteria, canteen and vending machines (new)
  - gym and playground at school meet the daily physical activity needs of students (new)
  - schools are contributing to students' development of social skills (new)
  - schools are contributing to students' development of physical abilities (new)
  - schools are contributing to students' development of emotional well being (new), and
  - students reporting at least one day of physical activity (of at least 20 minutes) at school in the past five school days (new)
- Historical results for 2009-10 & 2010-11 have been updated to include the eight new items and are comparable with the current result. Results for 2007-08 and 2008-09 do not include five of the new questions and caution should be exercised when comparing results for these years with current values.
- Overall satisfaction rates are the averages of agreement/satisfaction rates for each respondent group. (See Endnote A, page 72, for information on averaging results within and across respondent groups).
- (See Endnote A, pages 70-71, for information on surveys conducted for Alberta Education).

GOAL 3

Success for First Nations, Métis and Inuit Students

Alberta's First Nations, Métis and Inuit students are provided with high quality learning opportunities and supports to enable successful learning. The ministry will work collaboratively with First Nations and the federal government to enable equitable educational opportunities for all First Nations students. The ministry supports First Nations, Métis and Inuit student success by raising awareness of their unique needs; developing culturally relevant learning resources and programming opportunities; focusing on continuous improvement through appropriate accountability mechanisms; and working collaboratively with First Nations, Métis and Inuit communities.

Achievements

First Nations, Métis and Inuit (FNMI) Learner Success

- Alberta Education implemented *Successful Transitions for FNMI Students*, one of five strategies outlined in Alberta's High School Completion Strategic Framework. The focus of the Successful Transitions strategy is on ensuring FNMI students have the supports they need to help them make successful transitions between grades and from school to work.
- To support FNMI student success, the ministry:
  - developed a draft companion document to the FNMI Collaborative Framework
  - prepared draft resource modules, digital resources to be made available online, and a draft parent handbook for use by jurisdiction and school administrators to engage FNMI families, parents and communities
  - provided support for locally developed FNMI language courses (e.g., Blackfoot, Cree) to schools and communities as requested
  - provided a conditional grant to Athabasca University to develop a course designed to increase the knowledge, skills and attributes of teachers who teach FNMI students
  - produced a digital teaching resource entitled *Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum*, developed in collaboration with members of Alberta's FNMI communities and designed to help teachers infuse FNMI content, perspectives and indigenous pedagogical approaches into the educational experience. The resource is available on www.LearnAlberta.ca.
- In the 2011–12 provincial surveys, 71 per cent of parents of self-identified Aboriginal students agreed that the school engages them in a way that helps their child succeed.

- In the 2011–12 survey of self-identified Aboriginal high school students:
  - 88 per cent agreed that their experiences at school is contributing to their growth in developing clear career goals
  - 93 per cent agreed that it is easy to get help with school work at school if they need it
  - the vast majority agreed that they had sufficient access to computers at school (86 per cent) and at home (80 per cent) to do their school work
  - the vast majority were satisfied with their school's contribution toward the development of their intellectual skills (88 per cent), social skills (84 per cent) and emotional well-being (80 per cent)

Memorandum of Understanding (MOU) for First Nations' Education in Alberta

- Progress continued on implementing the commitments identified in the MOU for First Nations' Education in Alberta to improve the success of First Nations students throughout the province. This included working with First Nations and the federal government on the MOU Working Group and on the following eight sub-tables to review and make recommendations on the commitments outlined in the MOU:
  - Indigenous Knowledge and Wisdom Centre
  - Education Restructuring
  - Data-sharing Protocol
  - Transitions
  - Children in Care/Children Not in School
  - Special Education
  - Community Engagement, and
  - Teachers

  The reports and recommendations from eight all-party sub-tables will inform the development of a long-term strategic plan to restructure First Nations education in Alberta.
- The MOU Working Group and sub-tables also developed a draft Data Sharing Protocol Agreement to facilitate sharing among all parties of data such as student outcomes and student mobility, a draft report on provincial/First Nations funding comparisons and a draft report on tuition/education services agreements.

First Nations, Métis and Inuit (FNMI) Education Partnership Council

The ministry supported the work of the FNMI Education Partnership Council to improve the educational success of FNMI students. The Council consists of leaders from provincial ministries, the Treaty 6, 7 and 8 organizations, the Métis Nation of Alberta Association, the Métis Settlements General Council, as well as community representatives. To support this work, the ministry:

- provided secretariat support to and participated on the FNMI Education Partnership Council
- participated with First Nations and Métis partners on the working group and sub committees to implement the strategies in the Council's Action Plan, which included:
  - developing surveys on attendance policies and teacher induction programs
  - identifying factors that impact learning readiness and conducting a scan of programs and resources available for First Nations and Métis parents
  - holding Speak Out Student Engagement forums with First Nations and Métis youth
  - developing a survey on attendance policies, strategies and incentives for use in First Nations Education Authorities and provincial school authorities
  - preparing a progress report for the Council's Year One Action Plan and developing a Year Two Action Plan.

More First Nations, Métis and Inuit (FNMI) Professionals in the Education Workforce

Alberta Education supported FNMI community members who are interested in becoming teachers in their communities by reducing barriers to entering teacher education programs, and increasing the number of educators in Alberta having the knowledge, skills and attributes necessary to support FNMI student success.

- In 2011–12, the ministry supported implementation of the third year of a community based teacher education program in collaboration with the University of Alberta, Northern Lakes College and participating school authorities. Eighty per cent of the original cohort of students in rural Alberta have remained in the Aboriginal Teacher Education Program for the final two years of the program and 100 per cent of the original urban cohort of students also enrolled in the second year of the University of Alberta and University of Calgary teacher education programs.

Intergovernmental Aboriginal Education Initiatives

- Alberta Education continued working with stakeholders to support intergovernmental Aboriginal education initiatives. In 2011–12, the ministry:
  - provided Aboriginal education perspectives to support the Government of Alberta Aboriginal Policy Framework Review
  - provided strategic intergovernmental advice to support the Council of Ministers of Education, Canada's (CMEC) pan Canadian Aboriginal Education Strategic Plan
  - prepared a draft work plan for school authorities to work towards pan Canadian education data for Aboriginal students and presented it at CMEC's Strategic Management Council meeting in November 2011.

Northland School Division Inquiry Report Implementation

The ministry provided support to the Official Trustee appointed to the Northland School Division as an interim measure to address concerns over student achievement results across the jurisdiction.

- After receiving the report from the Inquiry Team studying the operations of the Division, government accepted and implemented two of the report's recommendations:
  - recommendation #45, the transfer of Red Earth Creek School from Northland to Peace River School Division in September 2011, and
  - recommendation #46, the establishment of a Community Engagement Team. The Community Engagement Team developed a draft report, and following consultation with Aboriginal leadership, submitted its report to the Minister in February 2012.
- The ministry established the Northern Human Resources Council, which supports participating northern school jurisdictions in meeting their human resource needs. Work of the Council includes developing and disseminating student and teacher demographic information (e.g., student enrolment decline, growth and projections, and data on teacher supply and demand) and providing opportunities for school jurisdiction human resources personnel to collaborate and share information that helps them address their staffing needs and other related human resource needs.

Northland School Division/Kee Tas Kee Now Tribal Council Partnership (10-Point Plan)

- In March 2012, an official partnership between Northland School Division and Kee Tas Kee Now Tribal Council was signed by the four Chiefs and the Official Trustee of Northland School Division, with the intent of improving high school programming in band schools in the area. The agreement allows for shared services including central office services (e.g., professional development, psychological services), a regional high school/training centre, and tuition/service agreements between band schools and Northland School Division schools. This agreement supports a commitment in the 10-Point Plan for Education announced by the minister in January 2012, namely to support First Nations students by working more closely with the federal government.

For a complete list of Alberta Education initiatives and projects, visit: www.education.alberta.ca/department/ipr.aspx.

For a list of key stakeholder organizations, see the Appendix on pg. 79.

Goal 3 Performance Measures

3.a First Nations, Métis and Inuit (FNMI) Achievement Test Results in English and French Language Arts and Français

Rationale

- Overall FNMI student achievement of standards on provincial achievement tests is a sound indicator of whether FNMI elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011–12 provincial assessment results will be available in October 2012.
- Overall results in Language Arts are calculated as an average of the results in the following seven subjects weighted by the number of individuals that were enrolled:
  - English Language Arts 3, 6 and 9
  - French Language Arts 6 and 9
  - Français 6 and 9
- From 2006-07 to 2010-11, overall results in Language Arts for self-identified FNMI students have improved at the acceptable standard.
- Overall results for FNMI students at the standard of excellence have been stable over time.
- Overall Language Arts test participation rates for FNMI students have increased over time, primarily because participation in Grades 6 and 9 English Language Arts has increased.

Overall Percentages of FNMI Students who Achieved Standards on Grades 3, 6 and 9 Language Arts Provincial Achievement Tests

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 3, 6 and 9 Language Arts courses.
- See Footnote 67, Provincial Achievement Tests, page 76.

FNMI Participation Rates for Provincial Achievement Tests *(in percentages)*

Subject	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Grade 3						
English Language Arts	85	86	85	86	87	Data not available
Grade 6						
English Language Arts	81	83	81	84	86	Data not available
French Language Arts	94	90	96	95	97	
Français	*	*	*	*	*	
Grade 9						
English Language Arts	72	71	75	76	76	Data not available
French Language Arts	84	97	90	98	95	
Français	*	n/a	n/a	n/a	*	
Overall Language Arts						
	79.4	80.3	80.9	82.3	83.2	Data not available

Source: Alberta Education

Notes:

- Participation in English Language Arts, French Language Arts and Français is included in the overall participation rates to report overall participation on the same basis as the overall results.
- An asterisk (*) indicates suppression has been applied because fewer than six students wrote the test, while n/a indicates no FNMI students wrote the test.

3.a First Nations, Métis and Inuit (FNMI) Achievement Test Results in English and French Language Arts and Français for Students in Grades 3, 6 and 9

Rationale

- FNMI student results on provincial achievement tests in each grade and subject provide detailed information on whether FNMI elementary and junior high students are achieving high standards in Language Arts.

Target

- Targets for individual Language Arts subject results were not set in the 2011–14 Business Plan.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011–12 provincial assessment results will be available in October 2012.
- Improvement in results in English Language Arts 6 and 9 accounts for the improvement over time in the overall results at the acceptable standard.
- Increases in participation rates contributed to the improved results in English Language Arts 6 and 9 at the acceptable standard in 2010–11.

Percentages of Self-Identified FNMI Students in Grades 3, 6 and 9 who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	Targets 2011/12
Grade 3								
English Language Arts	excellence	6	6	6	7	6	Data not available	
	acceptable	66	66	68	68	67		
Grade 6								
English Language Arts	excellence	6	7	6	6	6		
	acceptable	59	64	62	68	66		
French Language Arts	excellence	2	3	2	3	3	Data not available	
	acceptable	76	74	87	70	80		
Français	excellence	*	*	*	n/a	*		
	acceptable	*	*	*	n/a	*		
Grade 9								
English Language Arts	excellence	4	3	3	4	4		
	acceptable	49	47	53	55	55		
French Language Arts	excellence	3	5	2	11	2	Data not available	
	acceptable	66	77	69	71	75		
Français	excellence	*	n/a	n/a	n/a	*		
	acceptable	*	n/a	n/a	n/a	*		
Overall Language Arts								
	excellence	5.3	5.3	5.0	5.7	5.2	Data not available	7.4
	acceptable	58.6	59.7	61.4	63.9	63.2		65.7

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates suppression has been applied because fewer than six self-identified FNMI students wrote the test, while n/a indicates no self-identified FNMI students wrote the test.
- Targets were not set for individual subjects in the 2011–14 Business Plan.
- Overall language arts results include only English Language Arts 3, 6 and 9, French Language Arts 6 and 9 and Français 6 and 9.
- See Endnote 13, page 73, for assessing results relative to targets.
- See Endnote 12, Provincial Achievement Tests, pages 76–77.

3.b First Nations, Métis and Inuit (FNMI) Diploma Examination Results

Rationale

- The diploma examination measures reported are aggregates of Language Arts courses and Mathematics courses. This reflects a focus on fundamental literacy and numeracy skills, an important outcome for Alberta's K–12 education system.
- FNMI student results on diploma examinations are a useful indicator of whether high school students are achieving high standards in these subjects.

Target

- The targets for Language Arts and Mathematics diploma examination results could not be assessed as current year data is not available.

Discussion

- Current year results cannot be included in this analysis because of the June release date of the Annual Report. 2011–12 provincial assessment results will be available in October 2012.
- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
  - English Language Arts 30-1
  - English Language Arts 30-2
  - French Language Arts 30-1
  - Français 30-1
- Based on 2006-07 to 2010-11 data, overall results in Language Arts at the acceptable standard have been stable over time. Overall Language Arts results at the standard of excellence have declined over time, primarily due to the relatively low results in English Language Arts 30-1.
- The Mathematics measure is an average of the results in the following two subjects weighted by the total number of individuals who wrote each of the exams:
  - Pure Mathematics 30
  - Applied Mathematics 30

  Based on 2006-07 to 2010-11 data, overall results in Mathematics at both the acceptable standard and the standard of excellence have been stable over time.
- The number of self-identified FNMI students writing diploma examinations has increased over time. On average, sixty per cent more FNMI students wrote diploma examinations in Language Arts subjects and in Mathematics subjects in 2010-11 than in 2006-07.

Percentages of Self-Identified FNMI Students Writing Language Arts and Mathematics Diploma Examinations who Achieved Standards

Subject	Standard	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	Targets 2011/12
English Language Arts 30-1	excellence	10	8	6	4	1		
	acceptable	79	79	78	75	80		
English Language Arts 30-2	excellence	8	8	4	7	7		
	acceptable	86	86	83	88	87	Data not available	
French Language Arts 30-1	excellence	10	14	15	0	0		
	acceptable	100	79	85	75	96		
Français 30-1	excellence	*	n/a	n/a	n/a	n/a		
	acceptable	*	n/a	n/a	n/a	n/a		
Overall Language Arts	excellence	8.7	8.3	4.9	5.7	4.4	Data not available	8.1
	acceptable	83.2	82.6	81.3	82.6	84.2		84.3
Pure Mathematics 30	excellence	10	11	11	12	12		
	acceptable	72	68	70	71	69	Data not available	
Applied Mathematics 30	excellence	8	10	12	8	8		
	acceptable	68	69	76	71	70		
Overall Mathematics	excellence	9.0	10.7	11.7	10.1	9.9	Data not available	12.7
	acceptable	69.9	68.4	73.0	71.1	69.8		73.6

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/Inuit/Métis, Métis, and Inuit. These students may not be fully representative of the population of Aboriginal students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates suppression has been applied because fewer than six self-identified FNMI students wrote the test, while n/a indicates no self-identified FNMI students wrote the test.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year to year for the equated tests. Results are comparable for all years reported from 2006-07 to 2010-11 for Pure Mathematics 30, English Language Arts 30-1 and 30-2, and Applied Mathematics 30.
- Targets were not set for individual subjects in the 2011-14 Business Plan.
- See Endnote C, Diploma Examinations, pages 77–78.

3.c High School Completion of Self-identified First Nations, Métis and Inuit (FNMI) Students

Rationale

- High school completion is important for entry to the labour force and post-secondary programs. The five-year rate recognizes that it may take more time for some students to finish high school.
- High school completion of FNMI students includes self-identified FNMI students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10, as well as those who earn a high school diploma or certificate. This acknowledges that self-identified FNMI students have completed the high school courses they need to continue their education in a post-secondary program.

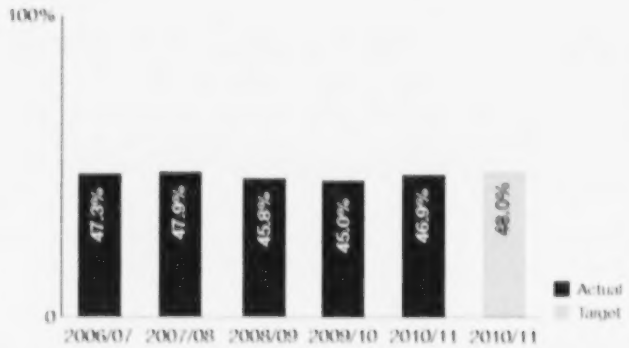
Target

- The target was met as the current result is not significantly different from the target value.

Discussion

- In 2010-11, approximately 47 per cent of self-identified FNMI students completed high school within five years of entering Grade 10.
- The current high school completion rate of self-identified FNMI students, 46.9 per cent, is lower than the rate for all Alberta students, 79.6 per cent (see page 80). The gap between the rate for FNMI students and all Alberta students has fluctuated between 31 and 34 per cent over the past five years.
- Improving the high school completion rate continues to be a priority for the Alberta government. Efforts are underway within the ministry and in schools throughout the province to enable more students to complete high school, including focusing efforts on specific populations of students that have lower high school completion rates.

High School Completion Rate of Self-identified FNMI Students within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most recent results are for 2010-11 as the data for this measure lag a year.
- An attrition adjustment is not applied to the FNMI result because estimates are not available for this specific population.
- See Endnote 12, page 75, for information on the calculation of FNMI student results.

Discussion (continued)

- The three-year rate is the high school completion accountability measure used to evaluate school jurisdictions.
- Of the students who complete high school in five years, most (about 73 per cent in 2010/11) complete in three years. This makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase over the next few years, all else being equal.
- Both the current and historical data in the table and chart have been adjusted to reflect a recent change in methodology. The calculations under the revised methodology incorporate the post-secondary Classification of Instructional Programs coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading).

Percentages of FNMI Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2002/03	34.1%	2004/05	47.3%	2006/07
2003/04	35.2%	2005/06	47.9%	2007/08
2004/05	34.7%	2006/07	45.8%	2008/09
2005/06	35.6%	2007/08	45.0%	2009/10
2006/07	34.1%	2008/09	46.9%	2010/11
2007/08	38.2%	2009/10		
2008/09	40.2%	2010/11		

Source: Alberta Education

3.d Self-identified First Nations, Métis and Inuit (FNMI) Student Annual Dropout Rate

Rationale

- The self-identified FNMI student dropout rate is an indicator of how well the needs of self-identified FNMI students at risk of not completing high school are being addressed by the K–12 education system.

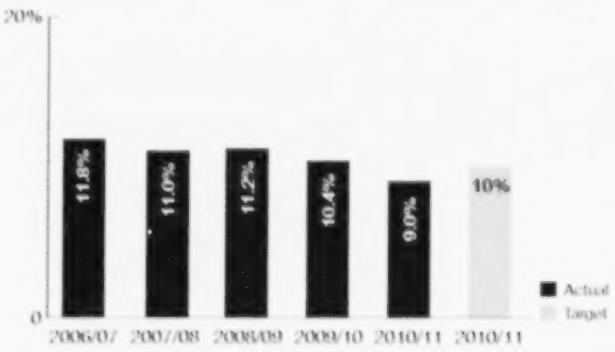
Target

- The target value was exceeded.

Discussion

- Enrolment data indicate that 9 per cent of self-identified FNMI students aged 14–18 dropped out of school in 2010–11.
- The current dropout rate for self-identified FNMI students, 9 per cent, is nearly triple the rate for students overall, 3.2 per cent. However, the dropout rate for self-identified FNMI students has decreased significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve FNMI parent and community engagement, are being implemented to encourage FNMI students to complete school and help reduce the dropout rate of this population of students.
- Dropping out of school may be a temporary interruption of a student's education. Of the self-identified FNMI students who dropped out in 2009–10, about 22 per cent resumed their education in 2010–11.
- Some self-identified FNMI students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Self-identified FNMI Students Aged 14–18



Source: Alberta Education

Notes:

- The most recent results are for 2010–11 as the data for this measure lag a year.
- Self-identified FNMI students aged 14–18 who, in the following year, do not enrolled in school (K–12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14–18 in 2009–10 were tracked for one year. Those who were not enrolled and had not completed are included in the 2010–11 dropout rate.
- An attrition adjustment is not applied to the FNMI results because estimates are not available for this specific population.
- See Definition C, page 25, for more information on the calculation of FNMI Annual Dropout Rate.

3.e Preparation for Citizenship – First Nations, Métis and Inuit (FNMI) Students

Rationale

- Self-identified FNMI students and their parents/guardians are groups that have direct experience with schools and are well positioned to assess the preparation of students for citizenship, an important outcome of the basic education system.

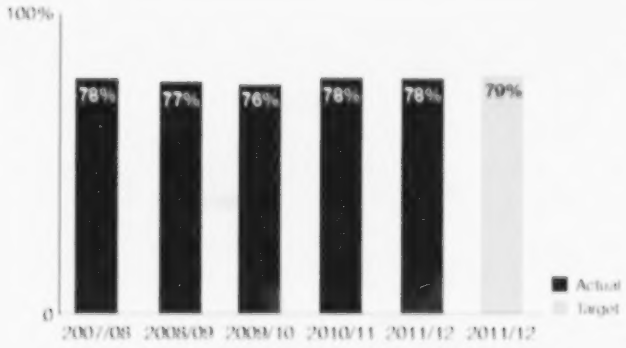
Target

- The target is met as the current result is not significantly different from the target value.

Discussion

- Overall survey results in 2011–12 indicate that 78 per cent of self-identified FNMI high school students and their parents/guardians agreed that students modelled the characteristics of active citizenship.
- Results overall and for parents and students have been stable over time.
- Student and parent agreement results have been similar over the years, except in 2007–08.
- The new Social Studies program, which is being implemented in Alberta schools, places increased emphasis on developing citizenship skills.

Overall Agreement of Self-identified FNMI High School Students and their Parents that Students Model the Characteristics of Active Citizenship



FNMI Survey Results *(# / percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
High School Students	75	76	75	77	79
Parents (Gr 25-12)	80	79	77	78	77
Overall	**78**	**77**	**76**	**78**	**78**

Source: Alberta Education, IPSOS Reid & Associates Ltd. (2008, 2009, 2010, 2011 and 2012)

Notes:

- For all respondent groups, percentages reported are averages of agreement levels that students:
  - help each other
  - respect each other
  - are encouraged to get involved in activities that help people in the community
  - are encouraged to try their best
  - follow the rules
  - respect the diversity among people (new)
  - take responsibility for their actions (new)
  - volunteer for activities that help others (new)
  - are encouraged to participate in school services, such as attending special events or helping in the library (new), and
  - are encouraged to get involved in global issues, such as the environment, world hunger, disaster relief (new).
- This measure has been revised to reflect the responses to two additional standard questions asked in each of the years.
- Historical results for 2008–09, 2009–10 and 2010–11 have been updated to include the two new items and are comparable with the current result. Results for 2007–08 do not include the new questions and caution should be exercised when comparing results for that year with current values.
- Surveys of FNMI parents and FNMI high school students began in 2007–08.
- Overall agreement rates are the averages of agreement rates for each respondent group. See Endnote A, page 72, for information on averaging results across respondent groups.
- See Endnote A, pages 70–71, for information on surveys conducted for Alberta Education.

3.1 Preparation for Student Success – First Nations, Métis and Inuit (FNMI) Students

Rationale

- FNMI parents provide a broad perspective on the extent that students demonstrate attitudes, skills, knowledge and behaviour to be successful when they finish school, an important outcome of the K-12 system.

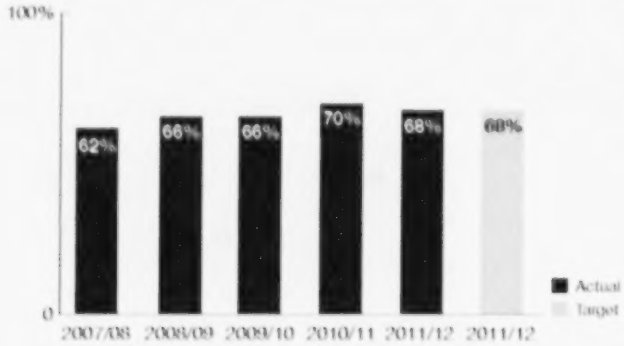
Target

- The target was met.

Discussion

- Overall survey results in 2011-12 indicate that 68 per cent of self-identified FNMI parents were satisfied that students demonstrate attitudes, skills, knowledge and behaviours that will make them successful when they finish high school.
- Overall satisfaction is similar to previous results of 2009-10 and 2010-11.
- Parent satisfaction is lowest regarding students demonstrating attitudes and behaviours that will make them successful at work when they leave school.
- FNMI parent satisfaction is similar to that of all parents (see page 34).
- To prepare students for success when they finish school, basic employability skills, such as working with others, critical thinking, analysis and communication, are being included in all courses. Specific courses that prepare students for work also are offered, such as Career and Technology Studies and the new Knowledge and Employability courses.
- Work Experience courses and the Registered Apprenticeship Program also enable many students to gain skills in the workplace while in high school.

Overall Satisfaction of Self-identified FNMI Parents that Students Demonstrate Attitudes, Skills, Knowledge and Behaviours to be Successful When They Finish School



FNMI Survey Results *(# / percentages)*

Respondent Group	2007/08	2008/09	2009/10	2010/11	2011/12
FNMI Parents (Grades 7-12)	62	66	66	70	68

Source: Alberta Education, IPA: Mildred A. Arcocha and Associates Ltd. (2008); CCI Research Inc. (2009, 2010, 2011 and 2012)

Notes:

- Percentages reported for the FNMI parents group are averages of satisfaction levels that:
  - students are taught the attitudes and behaviours that will make them successful at work when they leave school
  - students demonstrate attitudes and behaviours that will make them successful at work when they leave school (new)
  - students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (new)
  - students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime (new)
  - students' ability to demonstrate positive attitudes and behaviours (new)
- Historical results for 2009-10 and 2010-11 have been updated to include the four new items and are comparable with the current result. Results prior to 2009-10 do not include one of the four new items and caution should be exercised when comparing results for these years with current values.
- Surveys of FNMI parents began in 2006-07.
- Beginning in 2009-10, only FNMI parents of Grades 7 - 12 students were asked the questions related to "attitudes and behaviours". Whereas in previous years the questions were asked to FNMI parents of K-6 to Grade 12 students. Results prior to the 2009-10 survey have been calculated using survey responses from parents of Grades 7 - 12 students only.
- See Endnote A, pages 70 - 71, for information on surveys conducted for Alberta Education.

Endnotes for Performance Measures

Endnote A: Notes on Surveys

Public/Client Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key client groups. The purpose of these surveys is to obtain perceptions of how the basic education system is performing in meeting students' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and the Computer Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the ministry. Surveys are conducted annually with the public, parents of ECS to Grade 12 students, high school students, teachers and school board members.

The following table (facing page) provides sampling information about the surveys of Albertans conducted in recent years that are reported in this annual report. The information includes the respondent groups surveyed, the sample sizes and the response rates. Also shown are the maximum width confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95 per cent).

While the table is useful as a rough guide to the confidence intervals associated with survey results, the confidence intervals associated with specific results are used to determine whether the difference between two specific survey results (either over time or among respondent groups) is statistically significant (i.e., likely a real difference, and not due to sampling variation).

The survey instruments for these surveys primarily use four point response scales (Very Satisfied/Satisfied/Dissatisfied/Very Dissatisfied or Strongly Agree/Agree/Disagree/Strongly Disagree), depending on the question. A few questions use other response scales (e.g., A Lot/Some/Very Little/Not at All or Improved/Same/Declined). Although not solicited, Don't Know responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were Very Satisfied/Satisfied or who Strongly Agreed/Agreed. The survey results are available at www.education.alberta.ca/admin/resources/satisfaction.aspx.

Alberta Education Public/Client Surveys: Sample Sizes and Confidence Intervals

Survey[1]		2007/08	2008/09	2009/10	2010/11	2011/12
Public	Sample	3,000	810	800	800	800
	Confidence Level	+/- 1.8%	+/- 3.4%	+/- 3.5%	+/- 3.5%	+/- 3.5%
	Response Rate	14.5%	13.3%	13.8%	11.7%	11.3%
Parents (ECS-12)[2]	Sample	801	802	800	801	800
	Confidence Level	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%
	Response Rate	31.5%	33.5%	35.7%	31.3%	36.3%
FNMI Parents (ECS-12)[2, 4]	Sample	807	800	800	801	800
	Confidence Level	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%
	Response Rate	36.1%	35.7%	34.9%	34.1%	34.5%
High School Students (Grades 10-12)	Sample	802	801	800	800	800
	Confidence Level	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%
	Response Rate	29.6%	30.7%	28.7%	21.9%	25.7%
FNMI High School Students (Grades 10-12)[2]	Sample	800	800	710	608	770
	Confidence Level	+/- 3.5%	+/- 3.5%	+/- 3.7%	+/- 3.9%	+/- 3.5%
	Response Rate	31.8%	28.6%	26.0%	21.9%	18.9%
Teachers	Sample	801	809	800	800	800
	Confidence Level	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%	+/- 3.5%
	Response Rate	48.3%	45.6%	48.9%	42.1%	38.2%
School Board Members[3]	Sample	306	350	335	345	350
	Confidence Level	+/- 3.8%	+/- 3.2%	+/- 3.3%	+/- 3.7%	+/- 3.1%
	Response Rate	69.2%	68.9%	75.3%	63.9%	70.1%

Notes:

1. In 2008-09, 2009-10, 2010-11 and 2011-12, CCI Research Inc. conducted the telephone surveys of the public, parents, students, teachers and school board members identified in the table above. Prior to 2008, CCI Research Inc. was known as Computer Consultants Inc. H.A. Malmberg & Associates Ltd. conducted these surveys in 2007-08.
2. The surveys for First Nations, Métis and Inuit (FNMI) parents and high school students started in 2006-07.
3. Confidence intervals for these samples take into account the small populations from which the samples are selected, e.g., in 2008-09, 340 school board trustees.
4. From 2009-10 some questions were asked only to parents of Grades 3-12, or only to parents of Grades 7-12. In both cases the same sample size was achieved for the restricted groups and there was no significant impact on results.

Calculating Overall Survey Results

When calculating overall results across all respondent groups for survey measures, a simple average (rather than a weighted average) is used to reflect each group's equal importance to the overall result.

Further, although survey results for each respondent group and for overall results are rounded to whole numbers, the overall average results are calculated from the unrounded result for each respondent group. This avoids possible double rounding error that might result if overall averages were calculated from rounded respondent group results.

Use of Confidence Intervals for Interpreting Survey and Survey Measure Results

When a result is obtained by surveying a random sample of the target population, such as the public, parents or teachers, there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents.

Two key factors influencing the degree of sampling variability associated with survey results are the sample size of the surveys and the magnitude of the result:

- The larger the sample size, the smaller the associated confidence interval.
- Given a constant sample size, confidence intervals are smallest for survey percentages near 1 per cent and 99 per cent and largest for survey percentages near 50 per cent. This is because results near 1 per cent and 99 per cent represent maximum uniformity of the underlying population on the variable being measured by the survey (e.g., satisfaction/agreement on various educational issues), while results near 50 per cent represent maximum diversity of the underlying population on the variable being measured.

The table on the previous page illustrates the interaction of these two factors in determining the margin of error for results from surveys. As the surveys of parents, high school students, teachers and the public all used sample sizes of approximately 800 in 2011–12, and survey results in 2011–12 ranged from 51 per cent (for public satisfaction that their input is considered, respected and valued) to 93 per cent (for teachers satisfaction with the quality of basic education) the respective margins of error range from 3.5 per cent to 1.2 per cent respectively.

In addition, as survey measures generally combine survey results on multiple questions from multiple respondent groups, a customized statistical algorithm is used to construct the confidence interval for measure results.

Confidence intervals for specific results and specific measures are determined by the following procedures:

1. To determine the confidence interval for specific survey results for single respondent groups, an online statistical application (www.surveysystem.com/sscalc.htm) is used.
2. Differences in survey results between respondent groups are supported by specific tests using an online statistical application (www.burtonresearchgraduates.com/Sig_Diff_Calculator.htm).
3. To determine the confidence interval for specific survey measures with multiple respondent groups a customized statistical algorithm is used.

In the Ministry of Education's annual report, confidence intervals are used to determine:

- Whether differences in survey results or in survey measure results over time are likely the result of sampling variation, or represent actual change
- Whether differences in survey results among respondent groups in the same year are likely the result of sampling variation or represent actual differences.

When comparing results of survey questions over time or among respondent groups, there is an actual difference between two survey results, 19 times out of 20, if there is no overlap between the confidence intervals of the two observed survey results. When this is the case, it is acknowledged in the related text that there is an increase, change or significant difference in survey results over time or among groups. When the confidence intervals of the two survey results do overlap, the observed difference may be due to sampling variation 19 times out of 20 and we cannot conclude that the difference is real or significant. In such cases, the related text indicates that results are similar or stable over time or among respondent groups.

Endnote B: Technical Notes

Assessing Results Over Time

Changes in results over time are assessed in the discussion of each measure. For survey measures, which are based on probability sampling, confidence intervals are taken into account. See Use of Confidence Intervals for Interpreting Survey Results in Endnote A on page 72 for an explanation of how confidence intervals are used to assess changes over time for survey measures.

Changes over time are assessed with a Chi square statistical test for measures based on tests of student learning and on administrative data, i.e., derived from tracking groups of students over time, such as dropout and high school completion rates. The test determines whether the difference between two proportions is significant. The calculation of Chi square is based on the difference between what was observed and what would be expected assuming that the proportions were the same. Under a simple test of proportions, a Chi square value of 1 represents a difference of one standard deviation, while a Chi square value of 3.84 is significant at the 5 per cent level. Discussion of results over time for the non survey measures is supported by this test of significant difference.

Assessing Results Relative to Targets

Performance targets set expectations for results within a specific time frames and are the basis for planning improvements and assessing results that are within the sphere of influence of the ministry and school authorities. They are an important way to gauge whether the education system is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance better than recent performance, to be attained within a specific timeframe. Targets are quantifiable and expressed in numerical terms, such as percentages or rates. They are used as a key tool to drive, measure, improve and manage performance.

For survey measures, performance is considered to have met the target if the confidence interval for the result includes the target value. For example, if a measure result is 77 per cent with a confidence interval of 77 per cent ± 2.5 per cent and a target of 79 per cent, then the target has been met since the target value lies within the interval [74.5 per cent, 79.5 per cent]. If the result on the same measure is 75 per cent, with a confidence interval of 75 per cent ± 2.5 per cent then the target has not been met since the target value of 79 per cent does not lie within the interval [72.5 per cent, 77.5 per cent].

This method of assessing performance represents a high level of achievement in relation to the target and takes into account the sampling variability in the survey process.

For measures based on achievement tests, on diploma exams and on administrative data, the Chi-square statistical test is used to determine whether the result is significantly different from the target. The magnitude of the difference required between the result and the target for each test to establish significance depends on the sample size, e.g., the number of students writing an exam, and the proportion, e.g., the percentage of students meeting standards.

Trend Lines

Although not appearing in the annual report, trend lines are an aid to interpreting the results for measures reported in the annual report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, which is used to determine the significance of changes in measure results over time.

Trend lines are used to develop an expected value for a current result given historical results. The expected value can then be compared with the actual result. In this way, trend lines provide a useful method of understanding year to year fluctuations and shift the focus from smaller year to year changes to providing information about the direction of results over the longer term. In particular it is of interest whether results are tracking towards the performance target for the measures that have not met targets.

Discussion of results over time for measures with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole, and therefore ranging between 0 per cent and 100 per cent, such as the performance measures in this report. A logarithmic trend line is a best fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year to year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$Y = c(\ln x) + b$, where c and b are constants and $\ln$ is the natural logarithm function and x is the year of the series.

Endnote C:
Methodology for Performance Measures

Described below are the methodologies used to calculate the measures that are derived from provincial assessments of student learning and from other information about Alberta students in the Ministry of Education's data systems.

Definition of Alberta Student

Results are provided for Alberta students, i.e., students whose education is the responsibility of the Alberta government. An Alberta student is age 19 or younger on September 1 of the school year and is registered in an Alberta school authority, i.e., a public, separate or francophone school board, a charter school or an accredited private school on September 30 of the school year. Students attending a school in Lloydminster are not included.

Results for First Nations, Métis and Inuit (FNMI) Students

Calculating results for FNMI students as possible because school jurisdictions have been required to include a voluntary FNMI self-identification question on school registration forms for several years and to report the identifier to the ministry's student data system. Self-identification of students has increased each year. Students' FNMI self-identification information associated with their most recent school registration is used to calculate results. This provides the most complete results and reflects the student's intent to be identified.

Annual Dropout Rate of Students Aged 14–18

The annual dropout rate reports the percentages of Alberta students aged 14–18 in public, separate, francophone, charter, and accredited private schools who, in the following school year:

- are not enrolled in the K–12 system
- are not enrolled in a post-secondary institution in Alberta
- are not registered in an apprenticeship program in Alberta
- have not completed high school.

The annual dropout rate is derived from student data in Alberta Education and Alberta Advanced Education and Technology systems. Adjustments for attrition are based on estimates from Statistics Canada's Demographic Estimates 2008/2009 (CD 91C0059).

Alberta students who are identified as having a severe cognitive disability or severe multiple disabilities are not included in the annual dropout rate.

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within three, four and five years of entering Grade 10:

- received an Alberta High School Diploma, an Alberta High School Equivalency Diploma (GED), a Certificate of Achievement for completing the Integrated Occupational Program (IOP) or the Certificate of High School Achievement for completing Knowledge and Employability courses
- entered an Alberta post-secondary program or an apprenticeship program
- earned credits in five Grade 12 courses, including one language arts diploma examination course and three other diploma examination courses.

The tracking of Grade 10 Alberta students excludes some students, such as those identified as having a severe cognitive disability or severe multiple disabilities.

Data for this measure are from Alberta Education and Alberta Advanced Education and Technology systems. Attrition adjustments are based on estimates from Statistics Canada's Demographic Estimates (2008/2010 (CANSIM 0510000)).

In 2010, high school completion rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered completers for the purposes of this measure.

The educational attainment of Albertans aged 25–34 and of Aboriginal Albertans aged 25–34 is derived from Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

Provincial Achievement Tests

Note that current year results cannot be included in this report because of the close release date of the Annual Report. 2011–12 provincial achievement test results will be available in October 2012.

Students in Grades 3, 6 and 9 write Provincial Achievement tests annually in language arts and mathematics. Grades 6 and 9 students also write tests in science and social studies. The achievement test results for Grades 3, 6 and 9 provide information on how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on the provincial curriculum. Results are reported in relation to the standards of acceptable and excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard setting committee of about 20 teachers using the Modified Angoff Bookmark or Body of Work Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain consistent even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard setting process is done again.

Results on provincial achievement tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for mathematics, science and social studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000), differences in results from year to year of more than 0.4 percentage points on each test are considered significant. French language arts and français courses have higher significant difference values (1.1 to 3.8 percentage points, depending on the number of students in each course), because fewer students are in these courses.

Not all students write the Provincial Achievement tests. Achievement test results are not available for students who:

- were absent
- were excused from writing by the superintendent because participation would be harmful to the student or the student could not respond to the test instrument
- wrote but whose results were withheld or invalidated
- wrote only one part of the two part language arts test.

It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students in the grade who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results in Language Arts present weighted averages based on the number of students enrolled in each Language Arts course. Test results and participation are recorded and aggregated in numerous systems. Provincial, school authority and school results are available at www.education.alberta.ca/admin/testing.aspx.

Diploma Examinations

Note that current year results cannot be included in this report because of the June release date of the Annual Report. 2011–12 diploma examination results will be available in October 2012.

Examinations are administered in all Diploma Examination courses in January, June and August each year. Examinations are administered in three courses in both November and April, for a total of six courses. Results on Diploma Examinations show how well Alberta students in public, separate, francophone, charter and accredited private schools are meeting provincial expectations as outlined in the Programs of Study. Examination items are developed and standards are established by committees of teachers. The examination designs are vetted through committees of stakeholders and by a standard setting committee of teachers.

A test equating initiative has been phased in for the Diploma Examination Program so that over time examinations are consistent and the results are comparable. The multiple choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in January 2004 with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the January 2004 baseline examinations to remove any influences that differences in examination difficulty may have on student scores. A similar equating process was implemented for Pure Mathematics 30 in January 2005 and for English Language Arts 30-1 and 30-2, and Applied Mathematics 30 in January 2006.

Through equating, test results for a particular course are based on an identical standard and, consequently, can be directly compared over time. As a result of implementing the equating process, diploma examination results are comparable over time as follows:

- Pure Mathematics 30 from 2004 (R) to 2009–10
- English Language Arts 30-1 and 30-2, and Applied Mathematics 30 from 2005–06 to 2009–10

Diploma Examination results are reported in relation to the acceptable standard and the standard of excellence. Results for mathematics, sciences and social studies include results for both English and French versions of the tests. The overall results present weighted averages based on the numbers of students achieving standards in all Diploma Examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a Diploma Examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. For student marks in Diploma Examination courses, the diploma examination mark is worth 50 per cent of the final mark in a course and the school-awarded mark contributes the other 50 per cent.

Starting from the 2009–10 school year, the written response component has been removed from the math and science Diploma Examinations. More machine-scored items, particularly numerical response items, have been added to these examinations to maintain the same quality and standards.

Diploma Examination results are tracked and aggregated in many systems. Provincial, school authority and school results reports are available at www.education.alberta.ca/admin/testing.aspx.

Appendix:
Key Stakeholders

Organizations

Alberta School Boards Association (ASBA)

Alberta Teachers' Association (ATA)

College of Alberta School Superintendents (CASS)

Fédération des conseils scolaires francophones de l'Alberta (FCSFA)
(Federation of Francophone School Boards of Alberta)

Alberta School Councils' Association (ASCA)

Council of Catholic School Superintendents of Alberta (CCSSA)

Alberta Home Education Association (AHEA)

Association of Independent Schools and Colleges in Alberta (AISCA)

Alberta Catholic School Trustees' Association (ACSTA)

Association of Alberta Public Charter Schools (AAPCS)

Public School Boards' Association of Alberta (PSBAA)

Association canadienne française de l'Alberta (ACFA)

Association of School Business Officials of Alberta (ASBOA)

Fédération des parents francophones de l'Alberta (FPFA)

Learning Disabilities Association of Alberta (LDAA)

School Plant Officials' Society of Alberta (SPOSA)

Alberta Urban Municipalities Association (AUMA)

Alberta Association of Municipal Districts and Counties (AAMDC)

Ministry Revenue and Expense by Function

Overview

The Ministry of Education financial statements (pages 88-117) consolidate the operating results and financial position of the Department of Education, the Alberta School Foundation Fund and Alberta's 77 school jurisdictions listed in Schedule 6 (pages 116-117): 41 public school boards, 18 separate school boards, 9 francophone education regional authorities and 15 charter schools.

Beginning with the 2009-10 fiscal year, the financial results of the school jurisdictions are accounted for in the ministry's consolidated statements on a fully consolidated basis. As a result, the assets, liabilities, revenues and expenses of the school jurisdictions have been added to the ministry's accounts on a line by line basis. Ministry funding categories are replaced with the actual spending categories reported by the school jurisdictions. Transactions that occur between the ministry and the school jurisdictions are eliminated.

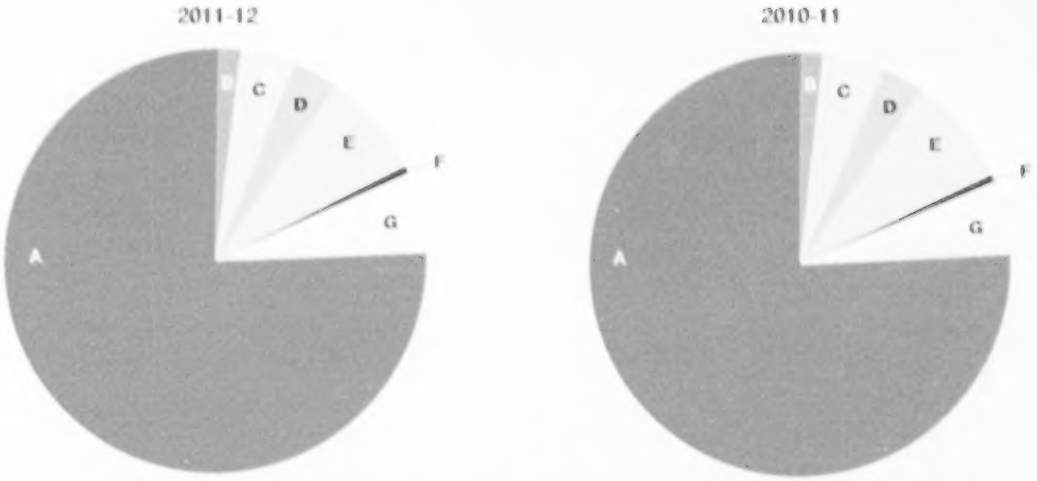
The assets (cash, school buildings, etc.) and liabilities (debentures, accounts payable, etc.) of the school jurisdictions are included in the Consolidated Statement of Financial Position (page 91).

Consolidated Ministry Revenues

Total revenue for the consolidated Ministry of Education increased $886.0 million over the 2010-11 fiscal year. This increase is primarily due to an increase of $679.1 million in education property taxes as a result of the growth of equalized property value assessments, including new construction. There was also a taxation policy change effective January 1, 2012, the first quarter was based based on the property value assessments and rates for the current calendar year. Education property taxes contributed 76.0 per cent to education system spending. There was also an increase of $163.9 million in other revenue which was primarily due to a gain on the disposal of a building.

The increases are offset by a decline in transfers from the Government of Canada of $7.6 million. The decrease is primarily due to a one-time funding payment provided in the prior year related to the *Canada-Alberta Agreement on Minority Language Education and Second Official Language Instruction*. Additional details on ministry revenues can be found in Schedule 1 (page 116) of the ministry's consolidated financial statements.

Consolidated Revenue by Source *(in millions)*



	2011-12	2010-11
A	Education Property Taxes ($1,958)*	Education Property Taxes ($1,773)*
B	Internal Government Transfers ($58)	Internal Government Transfers ($46)
C	Transfers from the Government of Canada ($131)	Transfers from the Government of Canada ($111)
D	Premiums, Fees and Licences ($88)	Premiums, Fees and Licences ($82)
E	Investment Income ($108)	Investment Income ($100)
F	Investment Income ($15)	Investment Income ($10)
G	Other Revenue ($140)	Other Revenue ($131)

*Includes $100 (2011: $108) in revenues collected by regional school boards

In order to provide comparability to the original budget estimates, revenues excluding school jurisdictions are presented below. There are no budget amounts available for the consolidated municipality results.

Revenues Excluding School Jurisdictions

Year ended March 31
(in thousands)

	2012 Budget	2012 Actual	2011 Actual
Education Property Taxes	$ 1,634,000	$ 1,660,038	$ 1,588,840
Transfers from Government of Canada	11,000	10,888	11,276
Premiums, Fees and Licences	3,149	3,983	4,084
Other Revenue	29,800	24,726	30,386
	$ 1,677,949	$ 1,699,731	$ 1,634,586

The Department and Alberta School Foundation Fund revenues totaled $1.70 billion, which is $69.1 million higher than the previous year and $21.8 million higher than budgeted. The variances are a result of higher education property taxes due to the taxation policy changes and growth in construction (as described previously), which were offset by lower revenue from other sources.

Consolidated Ministry Expenses

Total school jurisdiction and ministry spending on operations increased $681.1 million or 5.3 per cent. Instruction – ECS to Grade 12, increased 5.3 per cent over the 2010-11 fiscal year. This is primarily attributable to the grant rate increases of 2.92 per cent from April to August, and 4.64 per cent from September to March, together with increases in general and demographic enrolments.

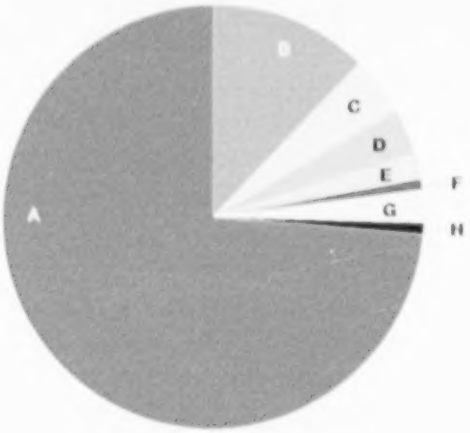
Operations and maintenance showed an increase of 6.2 per cent primarily due to an increase in amortization expenses from newly completed school buildings and salary and staff increases for support staff under the operations and maintenance program.

Governance and System Administration expenditures increased primarily as a result of higher salaries, supplies and services spending by school boards and higher spending on program delivery support services by the department.

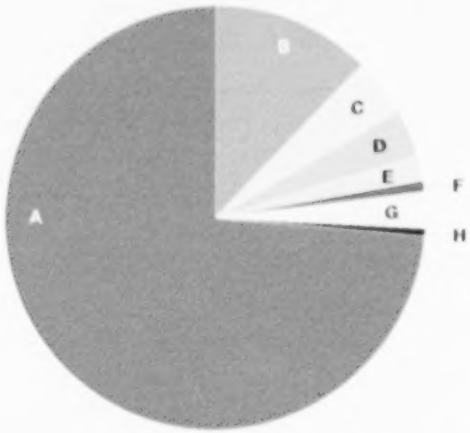
Debt servicing costs increased due to interest expenses on the Alberta Schools Alternative Procurement (ASAP 1) capital projects and in school boards' interest expenses on capital loans. This was offset by a decline in interest charges on school board supported debentures as debentures were retired.

Consolidated Expense by Program *(in millions)*

2011-12



2010-11



A Instruction – ECS to Grade 12 ($5,276.1)
B Operations and Maintenance ($871.1)
C Student Transportation ($315.0)
D Governance and System Administration ($330.4)
E Program Support Services ($138.8)
F Basic Education Programs ($8.0)
G Accredited Private Schools ($110.7)
H Debt Servicing Costs ($44.1)

A Instruction – ECS to Grade 12 ($4,939.9)
B Operations and Maintenance ($820.1)
C Student Transportation ($308.8)
D Governance and System Administration ($246.8)
E Program Support Services ($138.9)
F Basic Education Programs ($6.1)
G Accredited Private Schools ($117.0)
H Debt Servicing Costs ($34.1)

In order to provide comparability to the original budget estimates, expenses excluding school jurisdictions are presented below. There are no budget estimates available for the consolidated Ministry results.

Expenses by Function Excluding School Jurisdictions

Year ended March 31
(in thousands)

	2012		2011
	Budget	Actual	Actual
Operating Support for Public and Separate Schools	$ 5,209,063	$ 5,310,882	$ 4,983,612
Basic Education Programs	83,984	87,413	101,630
Accredited Private Schools	173,000	191,567	177,986
School Facilities and Alternative Procurement	287,746	384,903	372,883
Ministry Support Services	24,646	28,502	25,753
Program Delivery Support Services	68,676	66,827	61,946
Debt Servicing	25,890	24,680	18,481
Pensions	386,380	380,448	367,361
	$ 6,233,383	$ 6,436,448	$ 6,038,017

Variances From Budget

Overall, non-jurisdictional expenses were higher than budgeted by $232.1 million primarily due to the Government of Alberta's decision to add an additional $107 million to Education's funding to school boards in the fall of 2011. Accredited Private Schools funding exceeded budget due to higher than predicted overall enrolments and their share of the $107 million. Alternative Procurement capital projects achieved a higher than expected percentage of completion and other school facilities projects were expedited. The pension valuation adjustment was budgeted with an expectation that markets would improve more quickly than materialized. Basic Education programs were affected by lower cost of sales because of reduced purchasing by school boards from the Learning Resources Centre.

Variances From the Prior Year

Operating Support for Public and Separate Schools was $327.4 million higher, primarily because of a grant rate increase of 2.92 per cent from April to August and 4.54 per cent for the remainder of the fiscal year. Other increases included grant adjustments related to enrolment, transportation, capacity building, student demographics and operations and maintenance.

The Basic Education Programs decrease is directly correlated with reduced purchases of text books by school boards and reductions in the Federal French program.

The increase in accredited private schools spending is primarily attributable to grant rate increases and an increase in overall enrolments, especially for program unit funding special needs children.

School Facilities and Alternative Procurement increased by $127.0 million primarily due to the continuation of prior year projects as well as the initialization of new capital projects.

The Program Delivery Support Services increase of $6 million is primarily due to the limitation on spending in the prior year including a hiring freeze across government and the curtailment of discretionary spending.

Debt servicing costs increased due to higher interest expenses on the Alberta Schools Alternative Procurement (ASAP I) capital projects.

Teachers' pension expense increased by $18.2 million or 5 per cent. The current service increase is due to a teacher salary increase combined with a rate increase. The pension valuation adjustment was reduced in concert with a lower unfunded liability.

All expenses noted above are in support of the Government of Alberta's Education function, except for the Debt Servicing function.

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Independent Auditor's Report

AUDITOR GENERAL *Alberta*

To the Members of the Legislative Assembly

Report on the Consolidated Financial Statements

I have audited the accompanying consolidated financial statements of the Ministry of Education, which comprise the consolidated statement of financial position as at March 31, 2012, and the consolidated statements of operations and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these consolidated financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the Ministry of Education as at March 31, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

[Original signed by Merwan N. Saher, FCA]

Auditor General

June 6, 2012

Edmonton, Alberta

Consolidated Statement of Operations

Year ended March 31, 2012

	(in thousands)	
	2012 Actual	2011 Actual (Restated see Note 3)
Revenues (Schedule 1)		
Education Property Taxes	$ 1,858,211	$ 1,779,106
Internal Government Transfers	37,743	40,313
Transfers from the Government of Canada	103,732	111,301
Premiums, Fees, and Licences	86,471	82,432
Fundraising, Gifts, and Donations	198,219	196,210
Investment Income	14,793	10,413
Sale of Learning Resources	3,691	3,992
Other Revenue	144,228	127,341
	2,447,088	2,351,108
Expenses - Directly Incurred (Schedule 2)		
Instruction - ECS to Grade 12	5,263,608	4,974,945
Operations and Maintenance	873,957	820,736
Student Transportation	315,636	309,316
Governance and System Administration	265,420	240,164
Program Support Services	135,240	133,489
Basic Education Programs	52,973	60,726
Accredited Private Schools	191,567	177,995
Debt Servicing Costs	44,485	34,451
	7,142,886	6,751,822
Net Operating Results	$ (4,695,798)	$ (4,400,714)

The accompanying notes and schedules are part of these consolidated financial statements.

Consolidated Statement of Financial Position

As at March 31, 2012

	(in thousands)	
	2012	2011 (Restated see Note 3)
Assets		
Cash and Cash Equivalents (Note 4)	$ 862,138	$ 696,129
Accounts Receivable (Note 5)	225,746	232,611
Portfolio Investments (Note 6)	128,213	124,017
Tangible Capital Assets (Note 7)	5,164,531	5,025,401
Inventory	6,263	6,127
Prepaid Expenses	31,642	30,628
Trust and School Generated Assets (Note 8)	89,501	84,970
Other Assets	14,985	15,319
	$ 6,523,019	$ 6,215,202
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	$ 1,175,000	$ 959,036
Alberta Schools Alternative Procurement (Note 10)	559,701	504,692
Unearned Revenue (Note 11)	105,511	108,189
Debentures and Loans (Note 12)	109,131	141,329
Pension Liability (Note 17)	502,464	418,992
	2,451,807	2,132,238
Net Assets		
Net Assets at Beginning of Year	4,082,964	4,186,258
Adjustment to Opening Net Assets	-	(49,171)
Net Operating Results	(4,695,798)	(4,400,714)
Net Financing Provided from General Revenues	4,684,046	4,346,591
Net Assets at End of Year	4,071,212	4,082,964
	$ 6,523,019	$ 6,215,202

Contractual Obligations and Contingent Liabilities are presented in Notes 13 and 14.

The accompanying notes and schedules are part of these consolidated financial statements.

Consolidated Statement of Cash Flows

Year ended March 31, 2012

	(in thousands)	
	2012	2011 (Restated see Note 3)
Operating Transactions		
Net Operating Results	$ (4,695,798)	$ (4,400,714)
Non-Cash Items included in Net Operating Results		
Adjustment to Opening Net Assets	-	(49,171)
Amortization	283,304	253,510
Provision for Pension Liability	83,472	90,901
Gain on Disposal of Tangible Capital Assets	(15,935)	(1,576)
	(4,344,957)	(4,107,050)
Decrease in Accounts Receivable	6,865	69,101
Decrease (Increase) in Inventory	(136)	1,156
(Increase) Decrease in Prepaid Expenses	(1,014)	(987)
Decrease (Increase) in Trust and School Generated Assets	(4,531)	3,675
Decrease in Other Assets	334	1,003
(Decrease) Increase in Accounts Payable and Accrued Liabilities	215,964	(138,130)
(Decrease) Increase in Unearned Revenue	(2,678)	(375)
Cash Applied to Operating Transactions	(4,130,153)	(4,171,607)
Capital Transactions		
Acquisition of Tangible Capital Assets	(366,984)	(506,599)
Proceeds on Disposal of Capital Assets	22,570	14,977
Cash Applied to Capital Transactions	(344,414)	(491,622)
Investing Transactions		
Increase in Portfolio Investments	(4,196)	(52,152)
Cash Applied to Investing Transactions	(4,196)	(52,152)
Financing Transactions		
Net Financing provided from General Revenues	4,684,046	4,346,591
Repayment of obligations under Alberta Schools Alternative Procurement	(7,076)	(5,112)
Decrease in Debentures and Loans	(32,198)	(35,393)
Cash Provided by Financing Transactions	4,644,772	4,306,086
Increase (Decrease) in Cash and Cash Equivalents	166,009	(409,295)
Cash and Cash Equivalents at Beginning of Year	696,129	1,105,424
Cash and Cash Equivalents at End of Year	$ 862,138	$ 696,129

The accompanying notes and schedules are part of these consolidated financial statements.

Notes to the Consolidated Financial Statements

Year ended March 31, 2012

Note 1 Authority and Purpose

The Ministry of Education operates under the authority of the *Government Organization Act* and its regulations and has been designated responsibilities for various Acts.

The Ministry of Education's fundamental purpose is to enable every student to reach full potential as a life-long learner and citizen. The Ministry partners with students, families, educators, school trustees and communities to enable young Albertans to develop competencies for the future – the attitudes, skills, knowledge and values required to learn, think critically, think creatively, create opportunities, apply multiple literacies, and participate in and contribute to the community.

The Ministry of Education's policies and programs address the diverse needs of learners and support student achievement so that students can embrace their passions and interests and have opportunities to fulfill their potential.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity and Method of Consolidation

The reporting entity is the Ministry of Education, for which the Minister of Education is accountable. The accounts of the Ministry of Education are fully consolidated with the Department of Education, the Alberta School Foundation Fund, and school jurisdictions (comprised of public, separate and francophone school boards and charter schools; see Schedule 6) on a line-by-line basis. Revenue and expense, capital, investing and financing transactions and related asset and liability accounts between the consolidated entities have been eliminated. The threshold for recognizing inter-entity transactions among Schools, Universities, Colleges and Hospitals (SUCH) sector entities and other government controlled entities is $1,000,000 for particular transaction types and balances. Transactions between school jurisdictions and other SUCH sector entities are subject to a $100,000 threshold for particular transaction types and balances.

The year end of the school jurisdictions is August 31; transactions that occurred during the period September 1, 2011 to March 31, 2012 that significantly affect the consolidated accounts have been recorded. Adjustments are made for the following: funding grant rate increases, capital asset additions and accrued teacher payroll. The accounts of the school jurisdictions have been adjusted to conform to the accounting policies of the Ministry.

The Ministry's Annual Report for the year ended March 31, 2012 includes summary financial information for each school jurisdiction from their audited financial statements for the year ended August 31, 2011.

Notes to the Consolidated Financial Statements

Year ended March 31, 2012

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) General Revenue Fund

All departments of the Government of Alberta operate within the General Revenue Fund (the Fund). The Fund is administered by the Minister of Finance. All cash receipts of departments are deposited into the Fund and all cash disbursements made by departments are paid from the Fund. *Net Financing Provided from General Revenues* as presented in the Consolidated Statement of Financial Position is the difference between the cash receipts and the cash disbursements.

(c) Basis of Financial Reporting

Revenues

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided is recorded as unearned revenue.

Internal Government Transfers

Internal government transfers are transfers between entities within the government reporting entity where the entity making the transfers does not receive any goods or services directly in return. Internal government transfers are recognized as revenue when received. Such transfers between entities within the Ministry of Education's reporting entity have been eliminated.

Transfers from Government of Canada

Transfers from the Government of Canada are recognized as revenue when authorized by federal legislation or federal/provincial agreements, eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made. Pre-payments relating to transfers received before revenue recognition criteria have been met are included in unearned revenue.

Expenses

Directly Incurred

Directly incurred expenses are those costs for which the Ministry has primary responsibility and accountability.

In addition to program operating expenses such as salaries, supplies, etc., directly incurred expenses also include:

- amortization of tangible capital assets;
- inventory consumed;
- pension costs, which comprise the cost of Ministry contributions for teachers of school jurisdictions and employer contributions;

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

Expenses (continued)

- valuation adjustments which include changes in the valuation allowances used to reflect financial assets at their net recoverable or other appropriate value. Valuation adjustments also represent the change in management's estimate of future payments arising from obligations relating to vacation pay and teachers' pensions.

Grants are recognized as expenses when authorized, eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made. Certain authorization and eligibility criteria are contained in the *Funding Manual for School Authorities*.

Incurred by Others

Services contributed by other entities in support of Ministry operations are not recognized and are disclosed in Schedule 4 and allocated to programs to show the full cost of services in Schedule 5.

Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Financial assets of the Ministry include financial claims, such as advances to and receivables from other organizations, employees and other individuals as well as bank balances, investments and inventories held for resale.

Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis or weighted average cost.

Assets acquired by right are not included. Tangible capital assets of the Ministry are recorded at historical cost and amortized on a straight-line basis over the estimated useful lives of the assets. The threshold for capitalizing new systems development is $250,000 and the threshold for major enhancements is $100,000. The threshold for all other tangible capital assets is $5,000. Amortization is charged only if the asset is in use. All land is capitalized.

System development costs incurred in the preliminary project stage on an information technology project are not capitalized. They are expensed as incurred. Capitalization begins when the preliminary project stage is completed and management authorizes and commits to the project. Capitalization ends and amortization begins when the application is completed and ready for its intended use.

Donated tangible capital assets are recorded at their fair value at the time of contribution.

When physical assets (tangible capital assets and inventories) are gifted or sold for a nominal sum, the fair values of these assets less any nominal proceeds are recorded as grants in kind. Gains and losses on transfers to controlled entities are eliminated on consolidation.

Notes to the Consolidated Financial Statements

Year ended March 31, 2012

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

Liabilities

Liabilities are recorded to the extent that they represent present obligations as a result of events and transactions occurring prior to the end of the fiscal year. The settlement of liabilities will result in sacrifice of economic benefits in the future.

Public Private Partnerships

A public private partnership (P3) is a cooperative venture based on contractual obligations between one or more public/private/not for profit partners that meet clearly defined public needs for the provision of goods and services. The Ministry accounts for its P3 projects in accordance with the substance of underlying agreements. Agreements that transfer substantially all the risks and rewards of ownership of the assets to the Ministry or its funded entities are accounted for as follows:

- the capital asset value and the corresponding liabilities are recorded at the net present value of the capital payments discounted using the Government of Alberta's borrowing rate for long term debt at the time of signing the P3 agreement, and
- during construction, work in progress and the corresponding liability are recorded based on the estimated percentage complete.

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of cash and temporary investments, accounts receivable, accounts payable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Assets

Net assets represent the difference between the carrying value of assets held by the Ministry and its liabilities.

The net assets of the Alberta School Foundation Fund are restricted by section 176(1) of the *School Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or refund municipalities for overpayments made to the Fund.

Canadian public sector accounting standards require a "net debt" presentation for the statement of financial position in the summary financial statements of governments. Net debt presentation reports the difference between financial assets and liabilities as "net debt" or "net financial assets" as an indicator of the future revenues required to pay for past transactions and events. The ministry operates within the government reporting entity, and does not finance all its expenditures by independently raising revenues. Accordingly, these financial statements do not report a net debt indicator.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

Foundations

Certain foundations have been established under various acts and some are licensed as charitable organizations for the purpose of raising funds for the benefit of school jurisdictions or educational programs. These foundations are separate entities and are not consolidated in the accounts of the Ministry or the school jurisdictions.

Payments Under Agreement

Expenses incurred and revenue earned in the provision of services under these agreements are recorded by the service providers and are not included in these consolidated financial statements. Amounts paid or payable and recovered under these agreements are disclosed in Note 16.

Measurement Uncertainty
(in thousands)

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The accounts of the school jurisdictions are consolidated based on the results of their latest financial year end, August 31. Estimation of transactions for the period between August 31 and March 31 is subject to measurement uncertainty. While best estimates have been used for reporting items subject to management uncertainty, management considers that it is possible, based on existing knowledge, that changes in future conditions in the near term could require a material change in the recognized amounts. Near term is defined as a period of time not to exceed one year from the date of the financial statements.

The teachers' pension provision recorded as $84,564 and the teachers' pension liability of $502,464 recorded in these financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations.

Note 3 Accounting Policy Change and Prior Period Adjustments
(in thousands)

(a) Lottery Fund Transfer

The method of funding the eligible initiatives from the lottery and gaming proceeds was changed during the year. Previously, they were funded directly from the Lottery Fund and were included in the department's revenues ($113,600). However, such proceeds are now deposited into the General Revenue Fund to finance the eligible initiatives. Financial Statements for prior years have been restated as if the current arrangement had always existed.

The result of the restatement is outlined on the following page.

Note 3 Accounting Policy Change and Prior Period Adjustments (continued)
(in thousands)

(a) Lottery Fund Transfer

	March 31, 2011		
	As Previously Reported	Lottery Fund Transfer Increase/ (Decrease)	As Restated
Revenues (including Gain on Disposal of Tangible Capital Assets)	$2,464,708	($113,600)	$2,351,108
Expenses	6,751,822	-	6,751,822
Net Operating Results	(4,287,114)	(113,600)	(4,400,714)
Net Financing Provided from General Revenues	4,232,991	113,600	4,346,591
Net Assets at March 31, 2010	4,186,258	-	4,186,258
Adjustment to Opening Net Assets	(49,171)	-	(49,171)
Beginning Net Assets at March 31, 2011	4,082,964	-	4,082,964

(b) Teacher Pension Expenses

Teacher pension current service contributions and the pension valuation adjustment (Note 12) were previously included in the Consolidated Statement of Operations as "Pensions". Beginning in 2011/2012, and restated for 2010/2011, pensions are now included under "Instruction – ECS to Grade 12".

(c) Valuation Adjustments

Expenses relating to valuation adjustments were previously presented separately on the Consolidated Statement of Cash Flows, Schedule 2, Schedule 3, and Schedule 5. Beginning in 2011/2012, these expenses are included in their respective programs.

Note 4 Cash and Cash Equivalents
(in thousands)

Cash and cash equivalents is comprised of Canadian Dollar operating accounts, term deposits, money market funds and deposits in the Consolidated Cash Investment Trust Fund (CCITF) of the Province of Alberta, and other short term fixed income securities.

The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality, short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2012, securities held by the Fund have an average effective yield of 1.25 per cent per annum (2011: 1.10 per cent per annum). Due to the short-term nature of CCITF investments, the carrying value approximates fair value.

Note 4 Cash and Cash Equivalents (continued)
(in thousands)

	2012		2011	
	Book Value	Fair Value	Book Value	Fair Value
Cash	724,985	724,985	528,532	528,532
Cash Equivalents[a]				
Government of Canada, directed and guaranteed	$ 19,594	$ 19,763	$ 19,079	$ 19,391
Provincial, directed and guaranteed	11,462	11,863	7,532	7,894
Municipal, directed and guaranteed	161	161	50	50
Corporate	2,673	2,726	17,276	17,663
Pooled Investment funds	5,604	5,580	3,901	3,761
Other [b]	97,659	97,659	119,759	119,759
	137,153	137,752	167,597	168,518
	$ 862,138	$ 862,737	$ 696,129	$ 697,050

(a) Cash equivalents include fixed income securities that have terms to maturity of less than one year.
(b) Other cash equivalents include guaranteed investment certificates.

Note 5 Accounts Receivable
(in thousands)

	2012			2011
	Gross Amount	Allowance For Doubtful Accounts	Net Realizable Value	Net Realizable Value
Government of Canada	$ 6,494	$ -	$ 6,494	$ -
Requisitions from Municipalities	3,639	-	3,639	430
Accounts of School Jurisdictions [a]	218,089	(3,189)	214,900	230,872
Other	893	(180)	713	1,309
	$ 229,115	$ (3,369)	$ 225,746	$ 232,611

(a) Includes $91,286 (2011: $123,170) from Alberta Finance for the principal portion of school board supported debentures.

Accounts Receivable are unsecured and non-interest bearing.

Note 6 Portfolio Investments
(in thousands)

	2012		2011	
	Book Value	Fair Value	Book Value	Fair Value
Interest bearing securities[a]				
Deposits and short-term securities	$ 43,352	$ 43,352	$ 27,446	$ 27,446
Bonds and mortgages[b]	62,466	64,472	74,654	76,662
	105,818	107,824	102,100	104,108
Equities				
Canadian public equities	7,257	9,191	7,056	8,252
Global developed public equities	15,138	13,425	14,861	12,485
	22,395	22,616	21,917	20,737
	$ 128,213	$ 130,440	$ 124,017	$ 124,845

(a) The amounts held as portfolio investments by Crown controlled SUCH sector organizations are consolidated line-by-line. Fixed income securities reported by school jurisdictions have an approximate effective market yield of 2.23 per cent per annum (2011: 2.79).

(b) Three school jurisdictions have invested in the Southern Alberta Wind Farm project for a total project cost of $6,400. The provincial government has contributed $3,200 towards the project. The investment will be repaid over 20 years including interest at 5.0 per cent.

The following is the maturity structure based on principal amount:

	2012	2011
Under 1 Year	6%	18%
1 to 5 Years	79%	24%
6 to 10 Years	13%	16%
11 to 20 Years	1%	15%
Over 20 Years	1%	27%
	100%	100%

Notes to the Consolidated Financial Statements

Year ended March 31, 2012

Note 7 Tangible Capital Assets
(in thousands)

	2012					2011
	Land	Buildings and Construction in progress [a]	Equipment and Vehicles [b]	Computer Hardware and Software	Total	Total
Estimated Useful Life		10-40 years	3-10 years	4-5 years		
Historical Cost						
Beginning of year [c]	$ 91,158	$ 7,626,156	$ 661,333	$ 312,924	$ 8,691,571	$ 8,080,719
Additions	3,068	333,906	55,686	36,402	429,071	718,676
Disposals, including write-downs	(2,130)	(28,432)	($20,075)	(6,075)	(56,721)	(107,822)
	92,096	7,931,630	696,944	343,251	9,063,921	8,691,573
Accumulated Amortization						
Beginning of year		$2,993,421	$ 464,774	$ 207,977	$ 3,666,172	$3,507,083
Amortization expense		201,573	46,568	35,173	283,304	$283,510
Effect of Disposals		(24,329)	(19,303)	(6,454)	(50,086)	($84,421)
		$3,170,665	492,039	236,696	3,899,390	3,666,172
Net Book Value at March 31, 2012	$ 92,096	$ 4,760,965	$ 204,915	$ 106,555	$ 5,164,531	$ 5,025,401
Net Book Value at March 31, 2011	$ 98,913	$ 4,624,980	$ 196,561	$ 104,947		$ 5,025,401

(a) Construction in progress includes $295,602 financed under Alberta School Alternative Procurement Initiative (2011: $143,471). Construction in progress is not amortized until the building is completed and in use. The cost of buildings under capital lease is $176,459 (2011: $128,624).

(b) Includes $130,371 in Net Book Value of Equipment and $74,544 in Net Book Value of Vehicles.

(c) Beginning of year balances have been adjusted to reflect a reclassification of $7,755 from land to buildings.

Notes to the Consolidated Financial Statements

Year ended March 31, 2012

Note 8 Trust and School Generated Assets

(in thousands)

Trust assets represent cash that is held in trust by school jurisdictions for deferred salary leave, scholarships, distribution of funds to other boards and foundations. School generated assets arise from certain school and student activities that are controlled and locally administered by individual schools, for which the jurisdictions are accountable.

	2012	2011
Trust Assets	$ 20,594	$ 17,887
School Generated Assets	68,907	67,083
	$ 89,501	$ 84,970

Note 9 Accounts Payable and Accrued Liabilities

(in thousands)

	2012	2011
Accounts Payable and Accrued Liabilities[a]	494,498	324,035
Capital Leases	179,444	143,542
Manpower Accruals[b]	470,988	460,158
Employee Future Benefits[c]	28,426	29,500
Asset Retirement Obligations[d]	1,644	1,801
	$ 1,175,000	$ 959,036

(a) Accounts payable includes $17,888 (2011: $12,430) relating to Alberta School Alternative Procurement directly financed by the Ministry.

(b) Includes $464,127 (2011: $450,180) in accrued payroll and vacation pay for school jurisdiction certificated and non-certificated staff and $6,860 (2011: $9,978) in accrued payroll and vacation pay for Department of Education staff.

(c) School jurisdiction employee future benefit plans consist of defined benefit and defined contribution plans for post-employment and post-retirement benefits, including health benefits, dental coverage, life insurance, and retiring allowances. Obligations are accrued and related costs expensed in accordance with the terms of various contracts of employment and collective agreements. The cost of employee future benefits is actuarially determined using the projected benefit method prorated on service and management's best estimate of salary escalation, retirement ages of employees, and expected health and dental care costs. The obligation is amortized over the average remaining service life of employees.

(d) There were no significant asset retirement obligations (AROs) outstanding. A total of 16 (2011: 14) school jurisdictions reported AROs for central office buildings and school sites; two AROs totaling $1,644 (2011: $1,801) were recorded as liabilities by the school jurisdictions. The liability, in most cases, cannot be reasonably estimated and the dates of disposition or renovation are unknown.

Note 10 Liabilities Under the Alberta Schools Alternative Procurement
(in thousands)

The Ministry has entered into contracts for the design, finance, build and maintenance of 28 schools.

The details of the 30 year contract for the 10 schools that are under construction are as follows:

Contractor	Date contract entered into	Scheduled completion date	Date capital payments begin[(a)]
ASAP II B2L Partnership	April 15, 2010	June 30, 2012	August 10, 2012

(a) Capital payments begin on the date specified or upon completion of the project, whichever is later. The first payment is due ten days after the month end following the month of "total availability".

The details of the 30 year contracts for the 18 operational schools are as follows:

Contractor	Date contract entered into	Completion date	Date capital payments began
ASAP I BBPP Alberta Schools Ltd.	September 10, 2008	June 1, 2010	July 27, 2010

The calculation of the total liabilities under Alberta Schools Alternative Procurement are as follows:

	2012	2011
Liabilities, beginning of year	$ 504,692	$ 434,195
Additions to liabilities during the year	62,085	75,609
Capital payments	(7,076)	(5,112)
Liabilities, end of year	$ 559,701	$ 504,692

Note 11 Unearned Revenue
(in thousands)

	2012	2011
School Generated Funds	$ 68,907	$ 67,083
Other Unearned Revenue	36,604	41,106
	$ 105,511	$ 108,189

Unearned revenue is comprised of externally restricted contributions that are deferred and recognized as revenue in the period in which the restriction is fulfilled.

Note 12 Debentures and Loans
(in thousands)

	Maturity	Interest Rate	2012 Carrying Value[a]	2011 Carrying Value
Debentures[b]	2.24 years	6% - 15.75%	$ 91,286	$ 123,170
Loans	2.29 years	2.5% - 17.75%	$ 17,845	18,159
			$ 109,131	$ 141,329

(a) Fair values of debentures and loans are not reported due to the existence of no organized financial market for the instruments and because it is not practicable within constraints of timeliness or cost to estimate the fair value with sufficient reliability.

(b) Debentures are payable to the Alberta Capital Finance Authority. The debentures are fully supported by Alberta Finance (Note 5(a)).

Principal payments in each of the next five years and thereafter are as follows:

2013	$ 29,831
2014	21,084
2015	16,102
2016	11,759
2017	9,674
Thereafter	20,681
	$ 109,131

Note 13 Contractual Obligations
(in thousands)

Contractual Obligations are obligations of the Ministry that will become liabilities in the future when the terms of the contracts or agreements are met.

	2012	2011
Obligations under operating leases, contracts, and programs	$ 685,467	$ 700,026
Obligations under capital leases and public private partnerships		
Operations and maintenance payments	262,373	331,532
Capital payments	663,582	737,753
	$ 1,611,422	$ 1,769,311

Note 13 Contractual Obligations (continued)
(in thousands)

Estimated payment requirements for each of the next five years and thereafter are summarized as follows:

Obligations Under Operating Leases, Contracts, and Programs

	Total
2012-13	$ 173,094
2013-14	102,015
2014-15	83,598
2015-16	61,412
2016-17	20,559
Thereafter	244,789
	$ 685,467

Obligations under Capital Leases and Public Private Partnerships

Operations and Maintenance Payments

	Total
2012-13	$ 6,853
2013-14	7,618
2014-15	6,817
2015-16	7,396
2016-17	7,334
Thereafter	226,355
	$ 262,373

Capital Payments

	Total
2012-13	$ 49,522
2013-14	44,959
2014-15	45,057
2015-16	45,471
2016-17	45,437
Thereafter	1,008,053
	1,238,499
Less amount representing interest	(574,917)
Total NPV of Capital payments at scheduled completion date	$ 663,582

Note 14 Contingent Liabilities
(in thousands)

Contingent Liabilities are potential obligations that are likely to result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Ministry has entered into indemnity agreements with school jurisdictions that have been named in residential school claims. The resulting loss, if any, from these indemnity agreements cannot be determined.

Note 14 Contingent Liabilities (continued)
(in thousands)

At March 31, 2012 the Department is a defendant in six legal claims (2011: six legal claims). Three of these claims have specified amounts totaling $94,876 and the remaining three have no specified amount (2011: two claims with specified amounts totaling $95,350 and four with no specified amount). One claim amounting to $94,350 (2011: $94,350) is partly covered by the Alberta Risk Management Fund. It is not fully covered because it relates to historical claims with alleged losses dating before the establishment of the Fund.

A total of 43 (2011: 34) legal claims were reported by the school jurisdictions, 28 (2011: 16) with no specified amount and 15 (2011: 18) with claims totaling $32,263 (2011: $14,707). Of the 43 claims, the outcome of 42(2011: 32) claims is not determinable.

The probable total loss from these claims cannot be estimated.

The Ministry is also involved in a case being heard by the Copyright Board of Canada. The probable loss, if any, cannot be determined at this time.

At March 31, 2012 the Alberta School Foundation Fund has a contingent liability of approximately $444 (2011: $544) as a result of outstanding property assessment appeals before the Municipal Government Board and/or at various stages in the legal system. The probability of loss resulting from these claims cannot be determined.

Note 15 Trust Funds Under Administration or Oversight
(in thousands)

The Ministry administers or oversees trust funds that are regulated funds consisting of public money over which the Legislature has no power of appropriation. Because the Province has no equity in the funds and administers or oversees them for the purpose of the trusts, they are not included in the Ministry's financial statements.

	2012	2011
	Total Equity	Total Equity
Education Gifts and Bequests Fund	$ 206	$ 210
Alberta Teachers' Retirement Fund (ATRF)	(1,771,000)	(2,025,000)
	$ (1,770,794)	$ (2,024,790)

The ATRF assets and liabilities are based on an actuarial extrapolation as of March 31, 2012. The extrapolation resulted in assets of $6,773,000 (2011: $6,308,000) and liabilities of $8,544,000 (2011: $8,333,000) resulting in unfunded liabilities of $1,771,000 (2011: $2,025,000).

Assets held in trust by school jurisdictions are included in the Statement of Financial Position under Trust and School Generated Assets (Note 8).

Note 16 Payments Under Agreement
(in thousands)

The Ministry has entered into agreements to deliver programs and services that are funded by the program sponsors in the table below. Costs under these agreements are incurred by the Ministry under authority in Section 25 of the *Financial Administration Act*. Unearned revenue includes $734 (2011: $1,785) relating to these payments under agreement.

Amounts paid or payable under agreements with program sponsors are as follows:

	2012	2011
Western and Northern Canadian Protocol[(a)]		
French and English Math Resources	$ 1,231	$ 1,507
Heritage Canada		
Community Centres[(b)]	-	2,678
	$ 1,231	$ 4,185

(a) Includes the Federal Government and the Provinces and Territories of Alberta, British Columbia, Manitoba, Saskatchewan, Nunavut, Northwest Territories and Yukon.

(b) Includes the centres built in Canmore and Lethbridge.

Note 17 Benefit Plans

(a) Teachers' Pension Plan
(in millions or thousands)

The Alberta Teachers' Retirement Fund Board (ATRFB) is trustee and administrator of the Teachers' Pension Plan. The ATRFB operates under the authority of the *Teachers' Pension Plans Act*. The Act requires all teachers under contract with school jurisdictions in Alberta to contribute to the Teachers' Pension Plan.

Under the *Teachers' Pension Plans Act*, for pensionable service credited after August 1992, the Ministry is responsible for 50 per cent of the unfunded liability, any current service costs and certain cost-of-living benefits.

Effective April 1, 2007, Alberta Finance assumed responsibility for the employer-contributor funding related to the unfunded liability for pensionable service credited before September 1992.

The plan's liability for pension benefits is based upon actuarial valuations using the projected benefit method prorated on service. The latest actuarial funding valuation was as of August 31, 2011. The August 31, 2011 valuation was based on economic assumptions including a salary escalation rate of 3.75 per cent, price inflation of 2.5 per cent, and a discount rate of 6.75 per cent. The valuation indicated a deficiency of net assets over the actuarial value of accrued pension benefits. The unfunded liability was extrapolated to March 31, 2012.

Note 17 Benefit Plans (continued)

(a) Teachers' Pension Plan (continued)
(in millions or thousands)

The actual return on plan assets was 7.8 per cent for the year ended August 31, 2011 (2010: 5.6 per cent). Demographic assumptions used in the valuation reflect the experience of the plan.

	(in millions)			
			Alberta Education	
	Post-1992 Plan Total	Teachers' Portion	2012	2011
Actuarial Asset Value	$ 6,773	$ 3,387	$ 3,386	$ 3,154
Actuarial Liabilities	(8,544)	(4,300)	(4,244)	(4,136)
Unamortized Deferred (Gain) Loss	356	-	356	564
Teachers' Pension Liability	$ (1,415)	$ (913)	$ (502)	$ (418)

The March 31, 2012 extrapolation was based on economic assumptions including a salary escalation rate of 3.5 per cent and price inflation of 2.25 per cent. The discount rate used for liabilities was 6.8 per cent.

The assumptions used in the valuation and extrapolation are based on Ministry management's best estimates of future events. The plan's future experience will vary from the assumptions. Any difference between the actuarial assumptions and future experience will emerge as gains or losses in future valuations.

In the Consolidated Statement of Operations, contributions by the Ministry towards current service in the Alberta Teachers' Pension Plan and the increase in the Province's share of the unfunded liability are included in Instruction – ECS to Grade 12.

	(in thousands)	
	2012	2011
Current Service Contribution	$ 296,184	$ 271,485
Pension Valuation Adjustment	84,564	91,076
Total Teachers' Pension Expense	$ 380,748	$ 362,561

The valuation adjustment gives effect to the impact on the unfunded obligation of the estimated changes in the value of the plan's assets and liabilities and the amortization of experience gains and losses.

The financial statements of the Alberta Teachers' Retirement Fund Board provide further information on this defined benefit plan. The Ministry's Annual Report for the year ended March 31, 2012 includes financial information compiled from Alberta Teachers' Retirement Fund Board audited financial statements for the year ended August 31, 2011.

Note 17 Benefit Plans (continued)

(b) Other Pension Plans
(In Thousands)

The Ministry participates in these multi-employer pension plans: the Management Employees Pension Plan, the Public Service Pension Plan and the Supplementary Retirement Plan for Public Service Managers. The expense for these pension plans is equivalent to the annual contributions of $7,840 for the year ended March 31, 2012 (2011: $7,601).

At December 31, 2011, the Management Employees Pension Plan reported a deficiency of $517,726 (2010: deficiency of $397,087) and the Public Service Pension Plan reported a deficiency of $1,790,383 (2010: deficiency of $2,067,151). At December 31, 2011, the Supplementary Retirement Plan for Public Service Managers had a deficiency of $53,489 (2010: deficiency of $39,559).

The Ministry also participates in two multi-employer Long-Term Disability Income Continuance Plans. At March 31, 2012, the Bargaining Unit Plan reported an actuarial surplus of $9,136 (2011: deficiency $4,141) and the Management, Opted Out and Excluded Plan an actuarial surplus of $10,454 (2011: surplus $7,020). The expense for these two plans is limited to the employer's annual contributions for the year.

The school jurisdictions participate in a multi-employer pension plan, the Local Authorities Pension Plan. The expense recorded in these financial statements equals the annual contributions of $76,355 (2011: $67,740). At December 31, 2011, the Local Authorities Pension Plan reported a deficiency of $4,639,390 (2010: deficiency of $4,635,250).

Note 18 Restatement of Comparative Figures

Certain 2011 figures have been reclassified to conform to the 2012 presentation.

Note 19 Approval of Financial Statements

The financial statements were approved by the Senior Financial Officer and the Deputy Minister.

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 1

Consolidated Revenues

	(in thousands)	
	2012 Actual	2011 Actual (Restated see Note 3)
Education Property Taxes	$ 1,858,211	$ 1,779,106
Internal Government Transfers		
Alberta Finance - Debentures	10,203	13,604
Other Government of Alberta	27,540	26,709
	37,743	40,313
Transfers from the Government of Canada		
French Language Program	10,997	17,276
First Nation Education	92,735	94,025
	103,732	111,301
Premiums, Fees and Licences		
Instruction Resource Fees	53,369	51,024
Transportation Fees	29,109	27,324
Other Fees	3,993	4,084
	86,471	82,432
Fundraising, Gifts, and Donations		
School Generated Funds	185,329	183,510
Gifts and Donations	12,890	12,700
	198,219	196,210
Investment Income	14,793	10,413
Sale of Learning Resources	3,691	3,992
Other Revenue		
Other Authorities	1,656	1,960
Rental of Facilities	25,088	23,481
Refunds of Expenditures	715	891
Other	116,769	101,009
	144,228	127,341
Total Revenues	$ 2,447,088	$ 2,351,108

Other revenue includes gain on disposal of tangible capital assets $15.9 million (2011: 1.6 million).

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 2

Consolidated Expenses – Directly Incurred Detailed by Object

	(in thousands)	
	2012 Actual	2011 Actual (Restated see Note 3)
Salaries, Wages and Employee Benefits	$ 5,171,829	$ 4,878,681
Supplies and Services	1,208,084	1,182,518
Grants	242,577	216,919
Financial Transactions and Other	51,776	36,711
School Generated Funds	185,316	183,483
Amortization of Tangible Capital Assets (Note 7)	283,304	253,510
	$ 7,142,886	$ 6,751,822

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 3

Reconciliation of Budget with Actuals

(in thousands)

	2011-2012 Authorized Budget	Actuals without School Jurisdictions	Actuals School Jurisdictions	Adjustments[a]	Actuals with School Jurisdictions
Revenues					
Education Property Taxes	$ 1,634,000	$ 1,660,035	$ -	$ 198,176	$ 1,858,211
Internal Government Transfers					
Alberta Education - Grants	-	-	6,004,201	(6,004,201)	-
Alberta Finance - Debentures	-	-	10,203	-	10,203
Other	-	-	38,012	(10,472)	27,540
	-	-	6,052,416	(6,014,673)	37,743
Transfers from Government of Canada					
French Language Program	11,000	10,997	-	-	10,997
First Nation Education	-	-	92,735	-	92,735
	11,000	10,997	92,735	-	103,732
Premiums, Fees and Licences					
Instruction Resource Fees	-	-	53,369	-	53,369
Transportation Fees	-	-	29,109	-	29,109
Other Fees	3,149	3,993	-	-	3,993
	3,149	3,993	82,478	-	86,471
Fundraising, Gifts, and Donations					
School Generated Funds	-	-	185,329	-	185,329
Gifts and Donations	-	-	12,890	-	12,890
	-	-	198,219	-	198,219
Other Revenue					
Investment Income	300	50	14,743	-	14,793
Sales of Learning Resources	28,000	21,520	-	(17,829)	3,691
Other Authorities	-	-	1,656	-	1,656
Rental of Facilities	-	-	25,088	-	25,088
Refunds of Expenditure	1,500	3,139	-	(2,424)	715
Other	-	46	299,112	(182,389)	116,769
	29,800	24,755	340,599	(202,642)	162,712
Total Revenues	$ 1,677,949	$ 1,699,780	$ 6,766,447	$ (6,019,139)	$ 2,447,088
Expenses					
Salaries, Wages and Employee Benefits	$ 65,977	$ 65,945	$ 5,114,290	$ (8,406)	$ 5,171,829
Supplies and Services	88,232	85,682	1,155,441	(33,038)	1,208,084
Grants	6,051,976	6,285,675	-	(6,043,098)	242,577
Financial Transactions and Other	25,980	24,817	26,959	-	51,776
School Generated Funds	-	-	185,316	-	185,316
Amortization of Tangible Capital Assets	1,193	3,320	279,984	-	283,304
Total Expenses	$ 6,233,358	$ 6,465,439	$ 6,761,990	$ (6,084,542)	$ 7,142,886

(a) Adjustments represent accounting policy alignment and inter-entity elimination transactions.

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 4

Consolidated Related Party Transactions

Related parties are those entities consolidated or accounted for on a modified equity basis in the Province of Alberta's financial statements. Related parties also include management in the Ministry.

The Ministry and its employees paid or collected certain taxes and fees set by regulation for permits, licenses and other charges. These amounts were incurred in the normal course of business, reflect charges applicable to all users, and have been excluded from this Schedule.

The Ministry had the following transactions with related parties recorded in the Consolidated Statement of Operations and the Consolidated Statement of Financial Position at the amount of consideration agreed upon between the related parties.

The Ministry receives services under contracts managed by Service Alberta. Any commitments under these contracts are reported by Service Alberta.

	(in thousands)	
	2012	2011 (Restated See Note 3)
Revenues		
Debenture Interest	$ 10,203	$ 13,604
Grants	18,076	17,616
Sales and Other	23,101	12,182
	$ 51,380	$ 43,402
Expenses		
Grants	$ 3,507	$ 2,750
Services, Contracts, Supplies and Other	36,121	22,295
Interest	13,337	16,234
	$ 52,965	$ 41,279
Receivable From	$ 106,708	$ 132,628
Payable to	$ 7,439	$ 8,508
Contractual Obligations	$ 670	$ 4,461
Debt to Related Parties	$ 100,685	$ 133,328

Other revenue includes gain on disposal of tangible capital assets.

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 4 (continued)

Consolidated Related Party Transactions

The Ministry also had the following transactions with related parties for which no consideration was exchanged. The amounts for these related party transactions are estimated based on the costs incurred by the service provider to provide the service. These amounts are not recorded in the consolidated financial statements and are disclosed in Schedule 5.

	(in thousands)	
	2012	2011
Expenses - Incurred by Others		
Accommodation	$ 18,265	$ 16,759
Legal Services	449	480
Other	4,996	4,843
	$ 23,710	$ 22,082

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 5

Consolidated Allocated Costs

(in thousands)

Program	2012 Expenses [a]	Expenses - Incurred by Others: Accommodation Costs [b]	Legal Services [c]	Other Costs [d]	2012 Total Expenses	2011 (Restated see Note 3) Total Expenses
Instruction - ECS to Grade 12	$ 5,263,608	$ -	$ -	$ -	$ 5,263,608	$ 4,974,945
Operations and Maintenance	873,957	-	-	-	873,957	820,736
Student Transportation	315,636	-	-	-	315,636	309,316
Governance and System Administration	265,420	5,020	-	-	270,440	250,062
Program Support Services	135,240	10,714	449	4,996	151,399	143,816
Basic Education Programs	52,973	2,531	-	-	55,504	62,782
Accredited Private Schools	191,567	-	-	-	191,567	177,796
Debt Servicing Costs	44,485	-	-	-	44,485	34,451
	$ 7,142,886	$ 18,265	$ 449	$ 4,996	$ 7,166,596	$ 6,773,904

(a) Expenses – Directly Incurred per the Consolidated Statement of Operations.

(b) Costs shown for Accommodation in Schedule 4, allocated to the Ministry by square footage and distributed based on the number of employees supporting each program.

(c) Legal Services expense is allocated by the number of hours utilized by each program.

(d) Other Costs includes the services the Ministry receives under contracts managed by Service Alberta (Schedule 4).

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 6

Entities Included in Consolidated Financial Statements of the Ministry of Education

Department of Education
Alberta School Foundation Fund
Public, Separate and Francophone School Jurisdictions and Charter Schools:
- Almadina School Society
- Aspen View Regional Division No. 19
- Aurora School Ltd.
- Battle River Regional Division No. 31
- Black Gold Regional Division No. 18
- Boyle Street Education Centre
- Buffalo Trail Public Schools Regional Division No. 28
- Calgary Arts Academy Society
- Calgary Girls' School Society
- Calgary Roman Catholic Separate School District No. 1
- Calgary School District No. 19
- Calgary Science School Society
- Canadian Rockies Regional Division No. 12
- CAPE - Centre for Academic and Personal Excellence Institute
- Cardill Roman Catholic Separate School District No. 684
- Chinook's Edge School Division No. 73
- Christ the Redeemer Catholic Separate Regional Division No. 3
- Clearview School Division No. 71
- Cunningham Roman Catholic Separate School District No. 704
- East Central Alberta Catholic Separate Schools Regional Division No. 16
- East Central Francophone Education Region No. 3
- Edmonton Catholic Separate School District No. 7
- Edmonton School District No. 7
- Elk Island Catholic Separate Regional Division No. 41
- Elk Island Public Schools Regional Division No. 14
- Evergreen Catholic Separate Regional Division No. 2
- Foothills School Division No. 38
- Fort McMurray Public School District No. 2833
- Fort McMurray Roman Catholic Separate School District No. 32
- Fort Vermilion School Division No. 52
- Foundations for the Future Charter Academy Charter School Society
- Golden Hills School Division No. 75
- Grande Prairie Roman Catholic Separate School District No. 28
- Grande Prairie School District No. 2357
- Grande Yellowhead Public School Division No. 77
- Grasslands Regional Division No. 6
- Greater North Central Francophone Education Region No. 2
- Greater Southern Public Francophone Education Region No. 4
- Greater Southern Separate Catholic Francophone Education Region No. 4
- Greater St. Albert Catholic Regional Division No. 29

Schedules to the Consolidated Financial Statements

Year ended March 31, 2012

Schedule 6 (continued)

Entities Included in Consolidated Financial Statements of the Ministry of Education

Public, Separate and Francophone School Jurisdictions and Charter Schools (continued):

- High Prairie School Division No. 48
- Holy Family Catholic Regional Division No. 37
- Holy Spirit Roman Catholic Separate Regional Division No. 4
- Horizon School Division No. 67
- Lakeland Roman Catholic Separate School District No. 150
- Lethbridge School District No. 51
- Living Waters Catholic Regional Division No. 42
- Livingstone Range School Division No. 68
- Medicine Hat Catholic Separate Regional Division No. 20
- Medicine Hat School District No. 76
- Mother Earth's Children's Charter School Society
- New Horizons Charter School Society
- Northern Gateway Regional Division No. 10
- Northern Lights School Division No. 69
- Northland School Division No. 61
- Northwest Francophone Education Region No. 1
- Palliser Regional Division No. 26
- Parkland School Division No. 70
- Peace River School Division No. 10
- Peace Wapiti School Division No. 76
- Pembina Hills Regional Division No. 7 (including Alberta Distance Learning Centre)
- Prairie Land Regional Division No. 25
- Prairie Rose School Division No. 8
- Red Deer Catholic Regional Division No. 39
- Red Deer Public School District No. 104
- Rocky View School Division No. 41
- St. Albert Protestant Separate School District No. 6
- St. Paul Education Regional Division No. 1
- St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
- Sturgeon School Division No. 24
- Suzuki Charter School Society
- Valhalla School Foundation
- Westmount Charter School Society
- Westwind School Division No. 74
- Wetaskiwin Regional Division No. 11
- Wild Rose School Division No. 66
- Wolf Creek School Division No. 72

Department of Education
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March 31, 2012

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AUDITOR GENERAL *Alberta*

To the Minister of Education

Report on the Financial Statements

I have audited the accompanying financial statements of the Department of Education, which comprise the statement of financial position as at March 31, 2012, and the statements of operations and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of the Department of Education as at March 31, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

[Original signed by Merwan N. Saher, FCA]

Auditor General

June 6, 2012

Edmonton, Alberta

Statement of Operations

Year ended March 31, 2012

	2012		2011
	Budget (Schedule 4)	Actual	Actual (Restated Note 3)
		(in thousands)	
Revenues (Schedule 1)			
Transfers from Government of Canada			
Federal French Language Program	$ 11,000	10,998	$ 17,276
Premiums, Fees and Licenses	3,149	3,993	4,084
Other Revenue			
Sales of Learning Resources	28,000	21,520	26,924
Other Revenue	1,500	3,177	3,391
	43,649	39,688	51,675
Expenses - Directly Incurred (Note 2(b) and Schedule 9)			
Program (Schedules 3 and 5)			
Ministry Support Services	23,826	25,632	23,686
Operating Support for Public and Separate Schools	3,593,042	3,698,502	3,376,013
School Facilities	243,146	322,818	297,284
Program Delivery Support Services	58,675	56,827	51,945
Basic Education Programs	93,611	86,963	101,145
Accredited Private Schools and Early Childhood Service Operators	178,000	191,567	177,995
Alberta Schools Alternative Procurement	44,600	62,085	75,599
Debt Servicing			
Alberta Schools Alternative Procurement	21,960	21,960	16,665
Amortization of Capital Assets	1,193	3,320	2,541
Pensions (Note 12)	355,380	380,748	362,561
	4,613,433	4,850,422	4,485,434
Net Operating Results	$(4,569,784)	$(4,810,734)	$(4,433,759)

The accompanying notes and schedules are part of these financial statements.

Statement of Financial Position

As at March 31, 2012

	2012	2011 (Restated Note 3)
	(in thousands)	
Assets		
Cash and Cash Equivalents	$ 54	$ 46
Accounts Receivable (Note 4)	8,084	2,205
Inventory	6,263	6,127
Tangible Capital Assets (Note 5)	15,633	14,108
	$ 30,034	$ 22,486
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	$ 59,480	$ 64,817
Alberta Schools Alternative Procurement (Note 7)	559,701	504,692
Teachers' Pension Liability (Note 12)	502,464	417,900
	1,121,645	987,409
Net Liabilities		
Net Liabilities at Beginning of Year	(964,923)	(877,755)
Net Operating Results	(4,810,734)	(4,433,759)
Net Financing Provided from General Revenues	4,684,046	4,346,591
Net Liabilities at End of Year	(1,091,611)	(964,923)
	$ 30,034	$ 22,486

Contractual Obligations and Contingent Liabilities are presented in Notes 8 and 9.

The accompanying notes and schedules are part of these financial statements.

Statement of Cash Flows

Year ended March 31, 2012

	2012	2011 (Restated Note 3)
	(in thousands)	
Operating Transactions		
Net Operating Results	$(4,810,734)	$(4,433,759)
Non-Cash Items Included in Net Operating Results		
Alberta Schools Alternative Procurement	62,085	75,609
Amortization	3,320	2,541
Provision for Teacher's Pension	84,564	91,076
	(4,660,765)	(4,264,533)
(Increase) Decrease in Accounts Receivable	(5,878)	14,098
(Increase) Decrease in Inventory	(136)	1,156
Decrease in Accounts Payable and Accrued Liabilities	(5,337)	(87,509)
Cash Applied to Operating Transactions	(4,672,116)	(4,336,788)
Capital Transactions		
Acquisition of Tangible Capital Assets (Note 5)	(4,846)	(4,701)
Cash Applied to Capital Transactions	(4,846)	(4,701)
Financing Transactions		
Repayment of Obligations under Alberta Schools Alternative Procurement	(7,076)	(5,112)
Net Financing Provided from General Revenues	4,684,046	4,346,591
Cash Provided by Financing Transactions	4,676,970	4,341,479
Increase (Decrease) in Cash and Cash Equivalents	8	(10)
Cash and Cash Equivalents at Beginning of Year	46	56
Cash and Cash Equivalents at End of Year	$ 54	$ 46

The accompanying notes and schedules are part of these financial statements.

Notes to the Financial Statements

Year ended March 31, 2012

Note 1 Authority and Purpose

The Department of Education operates under the authority of the *Government Organization Act*, Chapter G-10, Revised Statutes of Alberta 2000.

The Department of Education's fundamental purpose is to enable every student to reach full potential as a life-long learner and citizen. The Department partners with students, families, educators, school trustees and communities to enable young Albertans to develop competencies for the future – the attitudes, skills, knowledge and values required to learn, think critically, think creatively, create opportunities, apply multiple literacies, and participate in and contribute to the community.

The Department of Education's policies and programs address the diverse needs of learners and support student achievement so that students can embrace their passions and interests and have opportunities to fulfill their potential.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity

The reporting entity is the Department of Education, which is part of the Ministry of Education and for which the Minister of Education is accountable. Other entities reporting to the Minister are public, separate, and francophone school jurisdictions and charter schools. The activities of these organizations are not included in these financial statements. The Ministry Annual Report provides a more comprehensive accounting of the financial position and results of the Ministry's operations for which the Minister is accountable.

All departments of the Government of Alberta operate within the General Revenue Fund (the Fund). The Fund is administered by the Minister of Finance. All cash receipts of departments are deposited into the Fund and all cash disbursements made by departments are paid from the Fund. Net Financing Provided from General Revenues is the difference between all cash receipts and all cash disbursements made.

(b) Basis of Financial Reporting

Revenues

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recorded as unearned revenue.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Revenues (continued)

Transfers from Government of Canada

Transfers from the Government of Canada are recognized as revenue when authorized by federal legislation or federal/provincial agreements, eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made.

Credit or Recovery

Credit or Recovery initiatives provide a basis for authorizing spending. Credits or Recoveries are shown in the details of the Government Estimates for a supply vote. If budgeted revenues are not fully realized, spending is reduced by an equivalent amount. If actual credit or recovery amounts exceed budget, the Department may, with the approval of the Treasury Board Committee, use the excess to fund additional expenses of the program. Schedule 2 discloses information on the Department's credit or recovery initiatives.

Expenses

Directly Incurred

Directly incurred expenses are those costs for which the Department has primary responsibility and accountability, as reflected in the Government's budget documents.

In addition to program operating expenses such as salaries, supplies, etc., directly incurred expenses also include:

- amortization of tangible capital assets.
- inventory consumed.
- pension costs, which are the cost of Department contributions for teachers of school jurisdictions and employer contributions for current service employees during the year.
- valuation adjustments which include changes in the valuation allowances used to reflect financial assets at their net recoverable or other appropriate value. Valuation adjustments also represent the change in management's estimate of future payments arising from obligations relating to vacation pay, guarantees, indemnities and teachers' pensions.

Grants are recognized as expenses when authorized, eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made. Certain authorization and eligibility criteria are contained in the *Funding Manual for School Authorities*.

Incurred by Others

Services contributed by other entities in support of the Department operations are not recognized and are disclosed in Schedule 8 and allocated to programs in Schedule 9.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Financial assets of the Department are limited to financial claims, such as advances to and receivables from other organizations, employees and other individuals as well as inventories held for resale.

Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a weighted average basis.

Assets acquired by right are not included. Tangible capital assets of the Department are recorded at historical cost and amortized on a straight-line basis over the estimated useful lives of the assets. The threshold for capitalizing new systems development is $250,000 and the threshold for major enhancements is $100,000. The threshold for all other tangible capital assets is $5,000.

System development costs incurred in the preliminary project stage on an information technology project are not capitalized. They are expensed as incurred. Capitalization begins when the preliminary project stage is completed and management authorizes and commits to the project. Capitalization ends and amortization begins when the application is completed and ready for its intended use.

Donated tangible capital assets are recorded at their fair value at the time of contribution.

Amortization is only charged if the asset is in use.

When physical assets (tangible capital assets and inventories) are gifted or sold for a nominal sum, the fair values of these physical assets less any nominal proceeds are recorded as grants in kind.

Liabilities

Liabilities are recorded to the extent that they represent present obligations as a result of events and transactions occurring prior to the end of the fiscal year. The settlement of liabilities will result in sacrifice of economic benefits in the future.

Public Private Partnership (P3)

A public private partnership (P3) is defined as a cooperative venture based on contractual obligations between one or more public/private/not for profit partners that meet clearly defined public needs for the provision of goods and services.

Notes to the Financial Statements

Year ended March 31, 2012

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

The Department accounts for its P3 projects in accordance with the substance of underlying agreements. Agreements that transfer substantially all the risks and rewards of ownership of the assets to the Department or its funded entities are accounted for as follows:

- the capital grant expense and the corresponding liabilities are recorded at the net present (NPV) value of the capital payments discounted using the Government of Alberta's borrowing rate for long term debt at the time of signing the P3 agreement, and
- During construction, the capital grant expense and the corresponding liability are recorded based on the estimated percentage complete.

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of cash and cash equivalents, accounts receivable, loans and advances and accounts payable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Liabilities

Net liabilities represent the difference between the carrying value of assets held by the Department and its liabilities.

Canadian public sector accounting standards require a "net debt" presentation for the statement of financial position in the summary financial statements of governments. Net debt presentation reports the difference between financial assets and liabilities as "net debt" or "net financial assets" as an indicator of the future revenues required to pay for past transactions and events. The department operates within the government reporting entity, and does not finance all its expenditures by independently raising revenues. Accordingly, these financial statements do not report a net debt indicator.

Payments Under Agreement

Expenses incurred and revenue earned in the provision of services under these agreements are recorded by the service providers and are not included in these financial statements. Amounts paid and recovered under these agreements are disclosed in Note 11.

Notes to the Financial Statements

Year ended March 31, 2012

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Measurement Uncertainty
(in thousands)

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The teachers' pension provision recorded as $84,564 and the teachers' pension liability of $502,464 recorded in these financial statements is subject to measurement uncertainty. Actual experience may vary from the assumptions used in the calculations. Note 12 discloses further information on the Teachers' Pension Plan.

Note 3 Accounting Policy Change and Prior Period Adjustments
(in thousands)

Lottery Fund Initiatives

The method of funding the eligible initiatives from the lottery and gaming proceeds was changed during the year. Previously, they were funded directly from the Lottery Fund and were included in the department's revenues ($113,600). However, such proceeds are now deposited into the General Revenue Fund to finance the eligible initiatives. Financial Statements for prior years have been restated as if the current arrangement had always existed. Schedule 6 provides a comparison of estimates and actual expenses for Lottery Fund initiatives.

The results of the restatements are outlined in the following table:

	March 31, 2011		
	As Previously Reported	Lottery Fund Transfer Increase/ (Decrease)	As Restated
		(in thousands)	
Revenues	$165,275	($113,600)	$51,675
Expenses	4,485,434	-	4,485,434
Net Operating Results	(4,320,159)	(113,600)	(4,433,759)
Net Financing Provided from General Revenues	4,232,991	113,600	4,346,591
Net (Liabilities) at March 31, 2010	(877,755)	-	(877,755)
Net (Liabilities) at March 31, 2011	$ (964,923)	$0	$ (964,923)

Notes to the Financial Statements

Year ended March 31, 2012

Note 4

Accounts Receivable
(in thousands)

	2012			2011
	Gross Amount	Allowance for Doubtful Accounts	Net Realizable Value	Net Realizable Value
Government of Canada	$ 6,494	$ -	$ 6,494	$ -
School Jurisdictions	726	-	726	752
Other	1,044	180	864	1,453
	$ 8,264	$ 180	$ 8,084	$ 2,205

Accounts Receivable are unsecured and non-interest bearing.

Note 5 Tangible Capital Assets
(in thousands)

	Equipment [1]	Computer Hardware and Software	2012 Total	2011 Total
Estimated Useful Life	3-10 years	5 years		
Historical Cost				
Beginning of year	$ 5,301	$ 27,448	$ 32,749	$ 28,051
Additions	145	4,701	4,846	4,701
Disposals, including write-downs	-	-	-	-
	$ 5,446	$ 32,149	$ 37,595	$ 32,752
Accumulated Amortization				
Beginning of year	$ 2,676	$ 15,966	$ 18,642	$ 16,103
Amortization expense	369	2,951	3,320	2,541
Effect of Disposals	-	-	-	-
	$ 3,045	$ 18,917	$ 21,962	$ 18,644
Net Book Value at March 31, 2012	$ 2,401	$ 13,232	$ 15,633	
Net Book Value at March 31, 2011	$ 2,628	$ 11,480		$ 14,108

(1) Equipment includes vehicles, heavy equipment, office equipment and furniture, and other equipment.

Note 6 Accounts Payable and Accrued Liabilities
(in thousands)

	2012	2011 (Restated)
Accounts Payable[a]	$ 21,941	$ 15,020
Accrued Liabilities		
Vacation	6,762	6,510
Grants to School Jurisdictions	22,600	24,863
Other	7,076	11,805
Unearned Revenue	1,101	6,619
	$ 59,480	$ 64,817

(a) Accounts payable includes $17,888 (2011: $12,430) relating to Alberta School Alternative Procurement directly financed by the Department.

Note 7 Liabilities Under the Alberta Schools Alternative Procurement
(in thousands)

The Department has entered into contracts for the design, finance, build and maintenance of 28 schools.

The details of the 30 year contract for the 10 schools that are under construction are as follows:

Contractor	Date contract entered into	Scheduled completion date	Date capital payments begin[a]
ASAP II B2L Partnership	April 15, 2010	June 30, 2012	August 10, 2012

(a) Capital payments begin on the date specified or upon completion of the project, whichever is later. The first payment is due ten days after the month end following the month of "total availability".

The details of the 30 year contract for the 18 operational schools are as follows:

Contractor	Date contract entered into	Completion date	Date capital payments began
ASAP I BBPP Alberta Schools Ltd.	September 10, 2008	June 1, 2010	July 27, 2010

Notes to the Financial Statements

Year ended March 31, 2012

Note 7 Liabilities Under the Alberta Schools Alternative Procurement (continued)
(in thousands)

The calculation of the total liabilities under Alberta Schools Alternative Procurement is as follows:

	2012	2011
Liabilities, beginning of year	$ 504,692	$ 434,195
Additions to liabilities during the year	62,085	75,609
Capital payments	(7,076)	(5,112)
Liabilities, end of year	$ 559,701	$ 504,692

Note 8 Contractual Obligations
(in thousands)

Contractual Obligations are obligations of the Department to others that will become liabilities in the future when the terms of those contracts or agreements are met.

	2012	2011
Obligations under operating leases, contracts, and programs	$ 258,162	$ 346,577
Obligations under capital leases and public private partnerships		
Operations and maintenance payments	262,373	257,482
Capital payments	563,689	570,765
	$ 1,084,224	$ 1,174,824

Estimated payment requirements for each of the next five years and thereafter are as follows:

Obligations Under Operating Leases, Contracts, and Programs

	Total
2012-13	$ 241,192
2013-14	9,210
2014-15	1,161
2015-16	1,128
2016-17	730
Thereafter	4,741
	$ 258,162

Notes to the Financial Statements

Year ended March 31, 2012

Note 8 Contractual Obligations (continued)
(in thousands)

Obligations under Capital Leases and Public Private Partnerships

Operations and Maintenance Payments

	Total
2012-13	$ 6,853
2013-14	7,618
2014-15	6,817
2015-16	7,396
2016-17	7,334
Thereafter	226,355
	$ 262,373

Capital Payments

	Total
2012-13	$ 34,775
2013-14	36,688
2014-15	36,688
2015-16	36,688
2016-17	36,688
Thereafter	868,294
	1,049,821
Less amount representing interest	(486,132)
Total NPV of Capital payments at scheduled completion date	$ 563,689

Note 9 Contingent Liabilities
(in thousands)

Contingent Liabilities are potential obligations that are likely to result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Department has entered into indemnity agreements with school jurisdictions that have been named in residential school claims. The resulting loss, if any, from these indemnity agreements cannot be determined.

At March 31, 2012 the Department is a defendant in six legal claims (2011: six legal claims). Three of these claims have specified amounts totaling $94,876 and the remaining three have no specified amount (2011: two claims with specified amounts totaling $95,350 and four with no specified amount). One claim amounting to $94,350 (2011: $94,350) is partly covered by the Alberta Risk Management Fund. It is not fully covered because it relates to historical claims with alleged losses dating before the establishment of the Fund.

The probable total loss from these claims cannot be estimated.

The Department is also involved in a case being heard by the Copyright Board of Canada. The probable loss, if any, cannot be determined at this time.

Notes to the Financial Statements

Year ended March 31, 2012

Note 9 Contingent Liabilities (continued)
(in thousands)

Environmental Liability

The Department provides funding for the removal of hazardous materials from school buildings as required by environmental legislation when schools are renovated, upgraded, modernized or demolished (when the site will be re-used for a school building). The amount of the environmental liability cannot be estimated because schools containing hazardous materials have not been identified and the dates that the hazardous materials would be removed are unknown.

Note 10 Trust Funds Under Administration
(in thousands)

The Department sponsors or administers trust funds that are regulated funds consisting of public money over which the Legislature has no power of appropriation. Because the Province has no equity in the funds and administers them for the purpose of various trusts, they are not included in the Department's financial statements.

	2012 Total Equity	2011 Total Equity
Education Gifts and Bequests Fund	$ 206	$ 210
Alberta Teachers' Retirement Fund (ATRF)	(1,771,000)	(2,025,000)
	$ (1,770,794)	$ (2,024,790)

The ATRF assets and liabilities are based on an actuarial extrapolation as of March 31, 2012. The extrapolation resulted in assets of $6,773,000 (2011: $6,308,000) and liabilities of $8,544,000 (2011: $8,333,000) resulting in unfunded liabilities of $1,771,000 (2011: 2,025,000).

Note 11 Payments Under Agreement
(in thousands)

The Department has entered into agreements to deliver programs and services that are funded by the program sponsors in the table below. Costs under these agreements are incurred by the Department under authority in Section 25 of the *Financial Administration Act*. Accounts payable and accrued liabilities include $734 (2011: $1,785) relating to these payments under agreement.

Note 11 Payments Under Agreement (continued)
(in thousands)

Amounts paid or payable under agreements with program sponsors are as follows:

	2012	2011
Western and Northern Canadian Protocol[a]		
French and English Math Resources	$ 1,231	$ 1,507
Heritage Canada		
Community Centres[b]	-	2,678
	$ 1,231	$ 4,185

(a) Includes the Federal Government and the Provinces and Territories of Alberta, British Columbia, Manitoba, Saskatchewan, Nunavut, Northwest Territories and Yukon.

(b) Includes the centres built in Canmore and Lethbridge.

Note 12 Benefit Plans

(a) Teachers' Pension Plan

The Alberta Teachers' Retirement Fund Board (ATRFB) is trustee and administrator of the Teachers' Pension Plan. The ATRFB operates under the authority of the *Teachers' Pension Plans Act*. The Act requires all teachers under contract with school jurisdictions in Alberta to contribute to the Teachers' Pension Plan.

Under the *Teachers' Pension Plans Act*, for pensionable service credited after August 1992, the Department is responsible for 50 per cent of the unfunded liability, any current service costs and certain cost-of-living benefits.

Effective April 1, 2007, Alberta Finance assumed responsibility for the employer-contributor funding related to the unfunded liability for pensionable service credited before September 1992.

The plan's liability for pension benefits is based upon actuarial valuations using the projected benefit method prorated on service. The latest actuarial funding valuation report was as of August 31, 2011. The August 31, 2011 valuation was based on economic assumptions including a salary escalation rate of 3.75 per cent, price inflation of 2.5 per cent, and a discount rate of 6.75 per cent. The valuation indicated a deficiency of net assets over the actuarial value of accrued pension benefits. The unfunded liability was extrapolated to March 31, 2012.

The actual return on plan assets was 7.8 per cent for the year ended August 31, 2011 (2010: 5.6 per cent). Demographic assumptions used in the valuation reflect the experience of the plan.

Notes to the Financial Statements

Year ended March 31, 2012

Note 12 Benefit Plans (continued)

(a) Teachers' Pension Plan (continued)

	(in millions)			
			Alberta Education	
	Post-1992 Plan Total	Teachers' Portion	2012	2011
Actuarial Asset Value	$ 6,773	$ 3,387	$ 3,386	$ 3,154
Actuarial Liabilities	(8,544)	(4,300)	(4,244)	(4,136)
Unamortized Deferred (Gain) Loss	356	-	356	564
Teachers' Pension Liability	$ (1,415)	$ (913)	$ (502)	$ (418)

The March 31, 2012 extrapolation was based on economic assumptions including a salary escalation rate of 3.5 per cent and price inflation of 2.25 per cent. The discount rate used for liabilities was 6.8 per cent.

The assumptions used in the valuation and extrapolation are based on Department management's best estimates of future events. The plan's future experience will vary from the assumptions. Any difference between the actuarial assumptions and future experience will emerge as gains or losses in future valuations.

In the Statements of Operations, contributions by the Department towards current service in the Alberta Teachers' Pension Plan and the increase in the Province's share of the unfunded liability are included in pension expenses.

	(in thousands)	
	2012	2011
Current Service Contribution	$ 296,184	$ 271,485
Pension Valuation Adjustment	84,564	91,076
Total Teachers' Pension Expense	$ 380,748	$ 362,561

The valuation adjustment gives effect to the impact on the unfunded liability of the estimated changes in the value of the plan's assets and liabilities and the amortization of experience gains and losses.

The financial statements of the Alberta Teachers' Retirement Fund Board provide further information on this defined benefit plan. The Ministry's Annual Report for the year ended March 31, 2012 includes financial information compiled from Alberta Teachers' Retirement Fund Board audited financial statements for the year ended August 31, 2011.

Note 12 Benefit Plans (continued)

(b) Other Pension Plans
(in thousands)

The Department participates in multi-employer pension plans: Management Employees Pension Plan and Public Service Pension Plan and Supplementary Retirement Plan for Public Service Managers. The expense for these pension plans is equivalent to the annual contributions of $7,840 for the year ended March 31, 2012 (2011: $7,601). Departments are not responsible for future funding of the plan deficit other than through contribution increases.

At December 31, 2011, the Management Employees Pension Plan reported a deficiency of $517,726 (2010: deficiency $397,087), the Public Service Pension Plan reported a deficiency of $1,790,383 (2010: deficiency $2,067,151) and the Supplementary Retirement Plan for Public Service Managers reported a deficiency of $53,489 (2010: deficiency $39,559).

The Department also participates in two multi-employer Long-Term Disability Income Continuance Plans. At March 31, 2012, the Bargaining Unit Plan reported an actuarial surplus of $9,136 (2011: deficiency $4,141) and the Management, Opted Out and Excluded Plan an actuarial surplus of $10,454 (2011: surplus $7,020). The expense for these two plans is limited to the employer's annual contributions for the year.

Note 13 Restatement of Comparative Figures

Certain 2011 figures have been reclassified to conform to the 2012 presentation.

Note 14 Approval of Financial Statements

The financial statements were approved by the Senior Financial Officer and the Deputy Minister.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 1

Revenues

	2012		2011
	Budget	Actual	Actual (Restated)
		(in thousands)	
Transfers from Government of Canada			
Federal French Language Program	$ 11,000	$ 10,998	$ 17,276
Premiums, Fees and Licences			
High School Transcripts	900	1,709	1,460
Teacher Certificate Fees	775	777	1,099
Diploma Exam Rewrite Fees	1,450	1,435	1,453
Miscellaneous Fees	24	72	72
	3,149	3,993	4,084
Other Revenue			
Learning Resources Centre	28,000	21,520	26,924
Refunds of Expenditure	1,500	3,139	3,272
Miscellaneous	-	38	119
	29,500	24,697	30,315
Total Revenues	$ 43,649	$ 39,688	$ 51,675

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 2

Credit or Recovery

	2012		
	Authorized[a]	Actual	(Shortfall)/ Excess [b]
		(in thousands)	
Basic Education Programs			
Learning Resources Centre [c]	$ 21,500	$ 21,520	$ 20
Federal French Language Program	11,000	10,998	(2)
Fees[d]	775	777	2
Ministry Support Services			
Information & Program Services [e]	1,400	1,709	309
Program Delivery Support Services			
Fees [f]	1,470	1,498	28
	$ 36,145	$ 36,502	$ 357

The revenue for each credit or recovery initiative is included in the Statement of Operations.

(a) The authorized budget for credits or recovery includes Adjustments and Supplementary Estimates appearing on Schedule 4.

(b) The shortfall is deducted from the current year authorized budget.

(c) The Learning Resources Centre generates revenue from the sale and distribution of learning and teaching resources that have been purchased directly from publishers/suppliers or developed and produced by the Department of Education.

(d) Basic Education revenues include fees collected for teacher certification and development.

(e) The Information and Program Services revenues are fees collected for the delivery of high school transcripts and copyrights.

(f) The Program delivery Support revenues include fees collected from students writing diploma examinations for a second or subsequent time, fees collected from students seeking to have their diploma examinations rescored, and fees related to licensing agreements.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 3

Expenses – Directly Incurred Detailed by Object

	2012		2011
	Budget	Actual	Actual
	(in thousands)		
Salaries, Wages and Employee Benefits	$ 65,977	$ 65,693	$ 65,676
Supplies and Services	88,232	85,572	86,543
	154,209	151,265	152,219
Grants			
School Jurisdictions	3,880,598	4,084,568	3,757,665
Private Schools	178,000	193,496	180,593
Other	21,973	14,473	12,667
	4,080,571	4,292,537	3,950,925
Pensions			
Teachers' Pension - Current Service Payment	299,380	296,184	271,485
Provision for Teacher's Pension	56,000	84,564	91,076
	355,380	380,748	362,561
Financial Transactions and Other	22,080	22,552	17,188
Amortization of Tangible Capital Assets	1,193	3,320	2,541
	$ 4,613,433	$ 4,850,422	$ 4,485,434

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 4

Budget

	2011-2012 Estimates	Adjustments (a)	2011-2012 Budget	Authorized Supplementary (b)	2011-12 Authorized Budget
			(in thousands)		
Revenues					
Transfers from Government of Canada					
Federal French Language Program	11,000	-	11,000	-	11,000
Premiums, Fees and Licenses	3,149	500	3,649	-	3,649
Other Revenue					
Sales of Learning Resources	28,000	(6,500)	21,500	-	21,500
Other	1,500	-	1,500	-	1,500
	43,649	(6,000)	37,649	-	37,649
Expenses - Directly Incurred					
Programs					
Ministry Support Services	24,646	500	25,146	-	25,146
Operating Support for Public and Separate Schools	3,593,042	-	3,593,042	119,383	3,712,425
School Facilities	243,146	-	243,146	102,357	345,503
Program Delivery Support Services	58,675	-	58,675	-	58,675
Basic Education Programs	93,984	(6,500)	87,484	-	87,484
Accredited Private Schools and Early Childhood Service Operators	178,000	-	178,000	317	178,317
Alberta Schools Alternative Procurement	44,600	-	44,600	11,660	56,260
Teachers' Pension - Current Service Payment	299,380	-	299,380	-	299,380
Provision for Teachers' Pension	56,000	-	56,000	-	56,000
Debt Servicing Costs	21,960	-	21,960	-	21,960
	4,613,433	(6,000)	4,607,433	233,717	4,841,150
Net Operating Results	$ (4,569,784)	$ -	$ (4,569,784)	$ (233,717)	$ (4,803,501)
Capital Investment	$ 1,125	$ -	$ 1,125	$ 3,600	$ 4,725
Non-Budgetary Disbursements	$ 8,076	$ -	$ 8,076	$ -	$ 8,076

a) Net $6 million decrease for credits or recovery offset by decreases in program expenses pursuant to the *Financial Administration Act* section 24(2).

b) Pursuant to section 24(2) of the *Financial Administration Act*, Supplementary Estimates of $233.7 million were approved throughout 2011-2012 which includes $107 million for sustainable classroom support, $3.2 million for Teachers' salary increases, $13.1 million for transportation subsidies, $102.3 million for school maintenance, constructions, and modular classrooms, as well as $11.7 million for re-profiling of Alberta School Alternative Procurement II projects. In addition, pursuant to the *Appropriation Act, 2011* section 5(1), $3.6 million was transferred to Capital Investment for equipment/inventory purchases.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 5

Comparison of Directly Incurred Expense, Capital Investment and Non-Budgetary Disbursements by Element to Authorized Spending

		2011-2012 Estimates	Adjustments (a)	2011-2012 Budget	Authorized Supplementary(b)	2011-2012 Authorized Budget	Amounts Not Required To Be Voted	2011-12 Authorized Spending	2011-2012 Actual	Unexpended (Over Expended)
					(in thousands)					
Expense and Capital Investments										
1	**Ministry Support Services**									
1.01	Minister's Office	$ 491	$ -	$ 491	$ -	$ 491	$ 9	$ 500	$ 540	$ (40)
1.02	Deputy Minister's Office	662	-	662	-	662	(24)	638	642	(4)
1.03	Corporate Services									
	- Operating Expenses	8,548	-	8,548	-	8,548	43	8,591	7,132	1,459
1.04	Information and Program Services							-		-
	- Operating Expenses	13,174	500	13,674	-	13,674	(201)	13,473	16,126	(2,653)
1.05	Communications	750	-	750	-	750	8	758	802	(44)
1.06	Cabinet Policy Committee							-		-
	on Community Services	201	-	201	-	201	(5)	196	220	(24)
		$ 23,826	$ 500	$ 24,326	$ -	$ 24,326	$ (170)	$ 24,156	$ 25,462	$ (1,306)
2	**Operating Support for Public and Separate Schools**									
2.01	Operational Funding									
	- Operating Expenses	$ 3,020,179	$ -	$ 3,020,179	$ 93,822	$ 3,114,001	$ (63)	$ 3,113,938	$ 3,119,817	$ (5,879)
2.02	Student Health Services Initiative	48,641	-	48,641	-	48,641	-	48,641	48,354	287
2.03	Alberta Initiative for School Improvement	56,200	-	56,200	25,561	81,761	-	81,761	57,145	24,616
2.04	Plant Operations and Maintenance	468,022	-	468,022	-	468,022	-	468,022	473,123	(5,101)
		$ 3,593,042	$ -	$ 3,593,042	$ 119,383	$ 3,712,425	$ (63)	$ 3,712,362	$ 3,698,439	$ 13,923

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 5 (continued)

Comparison of Directly Incurred Expense, Capital Investment and Non-Budgetary Disbursements by Element to Authorized Spending

		2011-2012 Estimates	Adjustments (a)	2011-2012 Budget	Authorized Supplementary (b)	2011-2012 Authorized Budget	Amounts Not Required To Be Voted	2011-12 Authorized Spending	2011-2012 Actuals	Unexpended (Over Expended)
					(in thousands)					
3	**School Facilities**									
3.01	School Facilities Infrastructure	$ 243,146	$ -	$ 243,146	$ 102,357	$ 345,503	$ -	$ 345,503	$ 322,818	22,685
4	**Program Delivery Support Services**	$ 58,675	$ -	$ 58,675	$ -	$ 58,675	$ (147)	$ 58,528	$ 56,681	$ 1,847
5	**Basic Education Programs**									
5.01	Basic Education Program Initiatives	$ 53,305	$ -	$ 53,305	$ -	$ 53,305	$ 41	$ 53,346	$ 53,238	$ 108
5.03	Learning Resources - Operating Expenses	29,306	(6,500)	22,806	-	22,806	(39)	22,767	22,729	38
5.04	Federal French Language Program	11,000	-	11,000	-	11,000	-	11,000	10,998	2
		$ 93,611	$ (6,500)	$ 87,111	$ -	$ 87,111	$ 2	$ 87,113	$ 86,965	$ 148
6	**Accredited Private Schools and Early Childhood Service Operators**									
6.01	Accredited Private Schools Support	$ 130,000	$ -	$ 130,000	$ 306	$ 130,306	$ -	$ 130,306	$ 133,125	$ (2,819)
6.02	Accredited Private Early Childhood Service Operators Support	48,000	-	48,000	11	48,011	17	48,028	58,459	(10,431)
		$ 178,000	$ -	$ 178,000	$ 317	$ 178,317	$ 17	$ 178,334	$ 191,584	$ (13,250)
	Debt Servicing Costs									
3.02	Alberta Schools Alternative Procurement	$ 21,960	$ -	$ 21,960	$ -	$ 21,960	$ -	$ 21,960	$ 21,960	$ -

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 5 (continued)

Comparison of Directly Incurred Expense, Capital Investment and Non-Budgetary Disbursements by Element to Authorized Spending

	2011-2012 Estimates	Adjustments (a)	2011-2012 Budget	Authorized Supplementary (b)	2011-2012 Authorized Budget	Amounts Not Required To Be Voted	2011-12 Authorized Spending	2011-2012 Actuals	Unexpended (Over Expended)
					(in thousands)				
Expense and Capital Investments									
Program Operating Expenses	$ 4,212,260	$ (6,000)	$ 4,206,260	$ 222,057	$ 4,428,317	$ (361)	$ 4,427,956	$ 4,403,909	$ 24,047
Amortization of Capital Assets									
Ministry Support Services	820	-	820	-	820	(820)	-	-	-
Basic Education Programs	373	-	373	-	373	(373)	-	-	-
Alberta Schools Alternative Procurement	44,600	-	44,600	11,660	56,260	(56,260)	-	-	-
Teachers' Pension - Current Service Payment	299,380		299,380	-	299,380	(299,380)	-	-	-
Provision for Teachers' Pension	56,000	-	56,000	-	56,000	(56,000)	-	-	-
Expense	$ 4,613,433	$ (6,000)	$ 4,607,433	$ 233,717	$ 4,841,150	$ (413,194)	$ 4,427,956	$ 4,403,909	$ 24,047
Capital Investment	1,125	-	1,125	3,600	4,725	-	4,725	4,846	(121)
	$ 4,614,558	$ (6,000)	$ 4,608,558	$ 237,317	$ 4,845,875	$ (413,194)	$ 4,432,681	$ 4,408,755	$ 23,926
Non-Budgetary Disbursements by Program									
3 **School Facilities**									
3.02 Alberta Schools Alternative Procurement	$ 7,078	$ -	$ 7,078	$ -	$ 7,078	$ -	$ 7,078	7,078	$ -
5 **Other Basic Education Programs**									
5.02 Learning Resources									
Changes in Learning Resources Inventory during the year	$ 1,000	$ -	$ 1,000	$ -	$ 1,000	$ -	$ 1,000	$ -	$ 1,000
Total Non-Budgetary Disbursements	$ 8,078	$ -	$ 8,078	$ -	$ 8,078	$ -	$ 8,078	$ 7,078	$ 1,000

(a) Adjustments include encumbrances, credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. In the event that actual Voted Expense and Capital Investment in the prior year exceeded the authorized spending, the difference is known as an encumbrance. The encumbrance reduces the budgeted amount for Voted Expense and Capital Investment in the current year. Treasury Board and Enterprise approval is pursuant to section 24(2) of the *Financial Administration Act*.

(b) Supplementary Estimates were approved through Royal Assent of the *Appropriation Acts*.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 6

Lottery Fund Estimates

	2011-12 Lottery Fund Estimates	2011-12 Actual	Unexpended (Over Expended)
		(in thousands)	
School Facilities	$ 113,600	$ 113,600	$ -
	$ 113,600	$ 113,600	$ -

The revenue of the Lottery Fund is transferred to the Department of Finance on behalf of the General Revenue Fund. Having been transferred to the General Revenue Fund, these monies then become part of the Department's supply vote. This table shows details of the initiatives within the department that are funded by the Lottery Fund and compares it to the actual results.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 7

Salary and Benefits Disclosure

	2012				2011
	Base Salary [1]	Other Cash Benefits [2]	Non Cash Benefits [3]	Total	Total
	(in dollars)				
Deputy Minister [4]	$ 264,576	$ 3,000	$ 10,298	$277,874	$276,926
Executives:					
Assistant Deputy Minister Learning Supports and Information Management [5]	$ 167,961	$ 3,000	$ 39,635	$210,595	$293,056
Assistant Deputy Minister People and Research	$ 181,280	$ 3,000	$ 9,118	$193,398	$174,419
Assistant Deputy Minister Education Program Standards and Assessment	$ 185,472	$ 3,000	$ 50,197	$238,669	$232,691
Assistant Deputy Minister Strategic Services	$ 181,790	$ 3,000	$ 49,326	$234,116	$216,616

Prepared in accordance with Treasury Board Directive 12/98 as amended.

(1) Base salary includes pensionable base pay.
(2) Other Cash Benefits include vacation payouts and other lump sum payments. There were no bonuses paid in 2012.
(3) Other non-cash benefits include the government's share of all employee benefits and contributions or payments made on behalf of employees including pension, supplementary retirement plans, health care, dental coverage, group life insurance, short and long term disability plans, professional memberships, and tuition fees.
(4) Automobile provided, no dollar amount included in other non-cash benefits.
(5) The position was occupied by two individuals at different times during the year.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 8

Related Party Transactions
(in thousands)

Related parties are those entities consolidated or accounted for on a modified equity basis in the Government of Alberta's financial statements. Related parties also include management in the Department.

The Department and its employees paid or collected certain taxes and fees set by regulation for premiums, licenses and other charges. These amounts were incurred in the normal course of business, reflect charges applicable to all users, and have been excluded from this Schedule.

The Department had the following transactions with related parties recorded in the Statement of Operations and the Statement of Financial Position at the amount of consideration agreed upon between the related parties.

The Department receives services under contracts managed by Service Alberta. Any commitments under these contracts are reported by Service Alberta.

	(in thousands)			
	School Jurisdictions		Other Entities[a]	
	2012	2011	2012	2011 (Restated)
Revenues				
Sales	$ 17,829	$ 22,932	$ 2,052	$ 1,868
Other	2,424	2,381	-	-
	$ 20,253	$ 25,313	$ 2,052	$ 1,868
Expenses				
Grants	$ 4,055,743	$ 3,738,550	$ 1,512	$ 2,582
Services, Contracts, Supplies and Other	13,155	12,943	5,337	3,728
	$ 4,068,898	$ 3,751,493	$ 6,849	$ 6,310
(Receivable from)/payable to	$ 400	$ 25,436	$ (25)	$ 265
Contractual Obligations	$ 216,671	$ 217,691	$ -	$ 4,461

(a) Other Entities include other Government Departments related to the Province of Alberta, Universities, Colleges and Health Authorities.

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 8 (continued)

Related Party Transactions

The Department also had the following transactions with related parties for which no consideration was exchanged. The amounts for these related party transactions are estimated based on the costs incurred by the service provider to provide the service. These amounts are not recorded in the financial statements and are disclosed in Schedule 9.

	(in thousands)	
	Other Entities	
	2012	2011
Expenses - Incurred by Others		
Accommodation	$ 18,265	$ 16,759
Legal Services	449	480
Other	4,996	4,843
	$ 23,710	$ 22,082

Schedules to Financial Statements

Year ended March 31, 2012

Schedule 9

Allocated Costs

(in thousands)

Program	2012 Expenses [a]	Expenses - Incurred by Others: Accommodation Costs [b]	Legal Services [c]	Other Costs [d]	2012 Total Expenses	2011 Total Expenses (Restated)
Operating Support for Public and Separate Schools	$ 3,698,502	$ -	$ -	$ -	$ 3,698,502	$ 3,375,539
Basic Education Programs	86,963	2,531	-	-	89,494	103,879
Accredited Private Schools and Early Childhood Service Operators	191,567	-	-	-	191,567	177,995
School Facilities	322,818	-	-	-	322,818	297,284
Ministry Support Services	25,632	5,020	449	4,996	36,097	33,584
Program Delivery Support Services	56,827	10,714	-	-	67,541	61,869
Debt Servicing Costs	21,960	-	-	-	21,960	16,665
Alberta Schools Alternative Procurement	62,085	-	-	-	62,085	75,599
Amortization of Capital Assets	3,320	-	-	-	3,320	2,541
Pension	380,748	-	-	-	380,748	362,561
	$ 4,850,422	$ 18,265	$ 449	$ 4,996	$ 4,874,132	$ 4,507,516

(a) Expenses - Directly incurred per the Statement of Operations.

(b) Costs shown for Accommodation in Schedule 8, allocated to the Department by square footage and distributed based on the number of employees supporting each program.

(c) Legal Services expense is allocated by the number of hours utilized by each program.

(d) Other Costs includes the services the Department receives under contracts managed by Service Alberta (Schedule 8).

Alberta School Foundation Fund
FINANCIAL STATEMENTS

Financial Statements
March 31, 2012

Auditor's Report

Statement of Operations

Statement of Financial Position

Statement of Cash Flows

Notes to the Financial Statements

Independent Auditor's Report

AUDITOR GENERAL *Alberta*

To the Minister of Education

Report on the Financial Statements

I have audited the accompanying financial statements of the Alberta School Foundation Fund, which comprise the statement of financial position as at March 31, 2012, and the statements of operations and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of the Alberta School Foundation Fund as at March 31, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

[Original signed by Merwan N. Saher, FCA]

Auditor General

June 6, 2012

Edmonton, Alberta

Statement of Operations

Year ended March 31, 2012

	(in thousands)		
	2012		2011
	Budget	Actual	Actual
Revenues			
Education Property Tax	$ 1,634,000	$ 1,660,035	$ 1,588,950
Investment Income	300	58	71
	1,634,300	1,660,093	1,589,021
Expenses			
Program			
Payments to School Boards	1,616,025	1,612,390	1,607,499
Debt Servicing			
Interest on Advances from General Revenue Fund	3,900	2,626	2,083
	1,619,925	1,615,016	1,609,582
Net Operating Results	$ 14,375	$ 45,077	$ (20,561)

The accompanying notes are part of these financial statements.

Statement of Financial Position

As at March 31, 2012

	(in thousands)	
	2012	2011
Assets		
Cash and Cash Equivalents (Note 3)	$ 237,241	$ 15,555
Requisitions Receivable	3,639	430
Receivables from School Boards	2	427
	$ 240,882	$ 16,412
Liabilities		
Accrued Liabilities	$ 180,029	$ -
Allowance for Assessment Adjustments and Appeals (Note 5)	1,332	1,968
	181,361	1,968
Net Assets		
Net Assets at Beginning of Year	14,444	35,005
Net Operating Results	45,077	(20,561)
Net Assets at End of Year	59,521	14,444
	$ 240,882	$ 16,412

Contingent Liabilities are presented in Note 5.

The accompanying notes are part of these financial statements.

Statement of Cash Flows

Year ended March 31, 2012

	(in thousands)	
	2012	2011
Operating Transactions		
Net Operating Results	$ 45,077	$ (20,561)
Decrease (Increase) in Requisitions Receivable	(3,209)	3,518
(Increase) Decrease in Receivables from School Boards	425	(376)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	180,029	(640)
Increase (Decrease) in Allowance for Assessment Adjustments and Appeals	(636)	826
Cash Provided by (Applied to) Operating Transactions	221,686	(17,233)
Cash and Cash Equivalents at Beginning of Year	15,555	32,788
Cash and Cash Equivalents at End of Year	$ 237,241	$ 15,555

The accompanying notes are part of these financial statements.

Notes to the Financial Statements

Year ended March 31, 2012

Note 1 Authority and Purpose

The Alberta School Foundation Fund (the Fund) operates under the authority of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3.

The Fund makes requisitions to municipalities based on the equalized assessment of real property in Alberta and mill rates established by the Lieutenant Governor in Council. The purpose of the Fund is to provide funding to school boards based on an equal amount per eligible student.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity

The reporting entity is the Alberta School Foundation Fund, which is part of the Ministry of Education and for which the Minister of Education is accountable.

(b) Basis of Financial Reporting

Revenues

All revenues are reported on the accrual basis of accounting.

Expenses
(in thousands)

Expenses are those costs for which the Fund has primary responsibility and accountability, as reflected in the Government's budget documents.

Opted out separate school boards which have passed a resolution pursuant to Section 171(2) of the *School Act* have the authority to requisition and collect levies from municipalities on their declared residential and non-residential property at a rate not less than the provincial rate applied in that municipality. As a result, these boards do not participate fully in the Alberta School Foundation Fund.

Payments to school boards include $286,630 (2011: $262,195) paid to opted out separate school boards to increase their funding to a level the boards would otherwise receive if participating fully in the Alberta School Foundation Fund.

Notes to the Financial Statements

Year ended March 31, 2012

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of the Consolidated Cash Investment Trust Fund, accounts receivable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Assets

Net assets represents the difference between the carrying value of assets held by the Fund and its liabilities. Net assets are restricted by section 176(1) of the *School Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

Education Property Tax

Prior to the 2012 fiscal year, the province's calculation of the property tax requisition has been based on the equalized assessment of real property for the previous calendar year. For the 2012 fiscal year the property tax requisition for the fourth quarter of the fiscal year (January to March 2012) was based on the equalized assessment of real property for 2012. This resulted in an increase in education property tax revenue of $23.5 million.

Measurement Uncertainty
(in thousands)

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The allowance for assessment adjustments and appeals recorded as $1,332 (2011: $1,968) in these financial statements, is subject to measurement uncertainty. Changes in future conditions in the near term could require a material change in the recorded amounts.

Note 3 Cash and Cash Equivalents

Cash and cash equivalents are comprised of deposits in the Consolidated Cash Investment Trust Fund (CCITF) of the Province of Alberta. The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality, short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2012, securities held by the Fund have an average effective yield of 1.25 per cent per annum (2011: 1.10 per cent per annum). Due to the short-term nature of CCITF investments, the carrying value approximates fair value.

Notes to the Financial Statements

Year ended March 31, 2012

Note 4 Related Party Transactions

Operating costs incurred in the administration of the Fund borne by other ministries are not reflected in these financial statements. The Fund is prohibited from paying administration costs under section 176(2) of the *School Act*.

Under the provisions of the *Financial Administration Act*, the Fund receives monthly advances from General Revenues to make payments to school boards in accordance with section 176(1) of the *School Act*. The Fund repays the advances quarterly throughout the year as monies are received from municipalities and opted-out separate school boards. The Fund pays interest on the advances at the appropriate bankers' acceptance rate less 0.05 per cent. Interest is calculated on a pro rata basis for the number of days the advances are outstanding.
The Fund distributes monies to school boards based on an equal amount per eligible student.
The following describes the related party transactions of the Fund:

	(in thousands)	
	2012	2011
Payments to School Boards [a]	$ 1,606,255	$ 1,601,891
Interest on Advances from General Revenue	2,626	2,083
	$ 1,608,881	$ 1,603,974

(a) These amounts do not include payments to the two school boards in Lloydminster, Saskatchewan, as they are not related parties.

Note 5 Contingent Liabilities
(in thousands)

Contingent Liabilities are potential obligations that are likely to result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

If it is determined on appeal under the *Municipal Government Act* that a municipality has paid an amount into the Alberta School Foundation Fund in excess of the sum that is required to be paid, the Minister of Education may order the repayment of the excess to the municipality. The amount required to be paid is equivalent to the sum of the applicable education property tax rates applied to the equalized assessment of the municipality for residential and farm land, non-residential property and machinery and equipment. Taxpayers may appeal to or request adjustments to their assessment from their local Assessment Review Boards, Municipal Government Board and/or the Court of Queen's Bench. Accrued liabilities are $0 (2011: $0) for those appeals where the likelihood of repayment is high.

The Fund has recorded an allowance for anticipated assessment adjustments and appeals of $1,332 (2011: $1,968) based on discussions with the Ministry of Municipal Affairs, historical trends and changes in the equalized assessment process.

Notes to the Financial Statements

Year ended March 31, 2012

Note 5 Contingent Liabilities (continued)

At March 31, 2012 the Alberta School Foundation Fund has a contingent liability of approximately $444 (2011: $544) as a result of outstanding property assessment appeals before the Municipal Government Board and/or at various stages in the legal system. The probability of loss resulting from these claims cannot be determined.

Note 6 Budget

The budget amounts in these financial statements are taken from the 2011/2012 Government and Lottery Fund Estimates approved on April 29, 2011.

Note 7 Approval of Financial Statements

The financial statements were approved by the Senior Financial Officer and the Deputy Minister.

Other Information

Other Information Contents

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Ministry of Education

MINISTRY FUNDING PROVIDED TO SCHOOL JURISDICTIONS

Schedule to Financial Statements – Unaudited

Year ended March 31, 2012

Ministry Funding Provided to School Jurisdictions

	(in thousands)				
	Funding Framework (a) (e)	School Facilities Infrastructure (b)(f)	Provincial and Other Initiatives (c)	Opted Out Separate Boards (d)	Ministry Total
School Board Funding					
Aspen View Regional Division No. 19	$ 31,799	$ 2,449	$ 3,029	$ -	$ 37,277
Battle River Regional Division No. 31	64,124	2,511	4,016	-	70,651
Black Gold Regional Division No. 18	79,289	1,915	4,099	-	85,303
Buffalo Trail Regional Division No. 28	44,933	898	3,961	-	49,792
Calgary Roman Catholic Separate School District No. 1	402,802	24,584	24,777	(85,039)	367,124
Calgary School District No. 19	906,054	102,046	30,746	-	1,038,846
Canadian Rockies Regional Division No. 12	17,092	360	1,605	-	19,057
Cardiff Roman Catholic Separate School District No. 684	537	-	-	-	537
Chinook's Edge School Division No. 73	95,319	6,406	5,171	-	106,896
Christ the Redeemer Catholic Separate Regional Division No. 3	66,680	3,166	6,765	(5,633)	70,978
Clearview School Division No. 71	25,507	1,333	2,045	-	28,885
Cunningham Roman Catholic Separate School District No. 704	177	-	-	-	177
East Central Alberta Catholic Separate Schools Regional Division No. 16	20,955	777	432	(1,043)	21,121
East Central Francophone Education Region No. 3	9,352	350	1,429	-	11,131
Edmonton Catholic Separate School District No. 7	313,978	17,628	20,393	(56,590)	295,409
Edmonton School District No. 7	734,706	58,057	25,106	-	817,869
Elk Island Catholic Separate Regional Division No. 41	49,825	13,647	2,492	(8,682)	57,282
Elk Island Public Schools Regional Division No. 14	145,364	4,256	11,364	-	160,984
Evergreen Catholic Separate Regional Division No. 2	30,769	10,278	637	(4,267)	37,417
Foothills School Division No. 38	66,251	14,575	3,421	-	84,247
Fort McMurray Public School District No. 2833	60,397	2,056	2,282	-	64,735
Fort McMurray Roman Catholic Separate School District No. 32	50,398	1,975	1,078	(965)	52,486
Fort Vermilion School Division No. 52	34,035	538	2,776	-	37,349
Golden Hills School Division No. 75	55,201	3,754	3,891	-	62,846
Grande Prairie Roman Catholic Separate School District No. 28	34,983	1,519	1,789	(4,305)	33,986
Grande Prairie School District No. 2357	62,483	5,823	5,412	-	73,718

Schedule to Financial Statements – Unaudited

Year ended March 31, 2012

Ministry Funding Provided to School Jurisdictions (continued)

	(in thousands)				
	Funding Framework (a),(e)	School Facilities Infrastructure (b),(f)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Ministry Total
School Board Funding (continued)					
Grande Yellowhead Public School Division No. 77	$ 47,961	$ 1,140	$ 4,569	$ -	$ 53,670
Grasslands Regional Division No. 6	33,690	3,016	1,909	-	38,615
Greater North Central Francophone Education Region No. 2	30,174	2,672	4,631	-	37,477
Greater Southern Public Francophone Education Region No. 4	16,448	1,495	2,597	-	20,540
Greater Southern Separate Catholic Francophone Education Region No. 4	10,196	205	1,739	-	12,140
Greater St. Albert Catholic Regional Division No. 29	56,535	1,528	3,716	-	61,779
High Prairie School Division No. 48	32,140	618	3,265	-	36,023
Holy Family Catholic Regional Division No. 37	22,062	479	1,038	(1,238)	22,341
Holy Spirit Roman Catholic Separate Regional Division No. 4	42,294	2,708	1,723	(5,847)	40,878
Horizon School Division No. 67	36,409	722	2,513	-	39,644
Lakeland Roman Catholic Separate School District No. 150	18,605	338	1,212	(1,731)	18,424
Lethbridge School District No. 51	76,823	3,297	2,765	-	82,885
Living Waters Catholic Regional Division No. 42	16,450	1,311	364	(1,271)	16,854
Livingstone Range School Division No. 68	37,022	2,401	2,815	-	42,238
Medicine Hat Catholic Separate Regional Division No. 20	26,718	745	1,137	(3,742)	24,858
Medicine Hat School District No. 76	64,119	1,552	2,280	-	67,951
Northern Gateway Regional Division No. 10	49,172	1,132	3,570	-	53,874
Northern Lights School Division No. 69	57,207	3,572	4,901	-	65,680
Northland School Division No. 61	29,861	616	2,725	-	33,202
Northwest Francophone Education Region No. 1	5,810	83	828	-	6,721
Pallliser Regional Division No. 26	62,624	7,374	5,281	-	75,279
Parkland School Division No. 70	83,777	2,801	7,254	-	93,832
Peace River School Division No. 10	35,727	649	3,551	-	39,927
Peace Wapiti School Division No. 76	54,823	5,080	4,612	-	64,515
Pembina Hills Regional Division No. 7	62,982	1,144	3,629	-	67,755
Prairie Land Regional Division No. 25	18,928	950	1,596	-	21,474
Prairie Rose School Division No. 8	40,401	1,588	3,686	-	45,675
Red Deer Catholic Regional Division No. 39	61,898	1,065	3,054	(6,736)	59,281
Red Deer Public School District No. 104	87,110	2,632	3,113	-	92,855
Rocky View School Division No. 41	150,197	12,955	10,101	-	173,253
St. Albert Protestant Separate School District No. 6	57,808	1,135	1,750	(7,797)	52,896

Schedule to Financial Statements – Unaudited

Year ended March 31, 2012

Ministry Funding Provided to School Jurisdictions (continued)

	(in thousands)				
	Funding Framework (a) (e)	School Facilities Infrastructure (b)(f)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Ministry Total
School Board Funding (continued)					
St. Paul Education Regional Division No. 1	$ 31,394	$ 3,457	$ 2,435	$ -	$ 37,286
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	25,402	2,055	3,515	(3,251)	27,721
Sturgeon School Division No. 24	46,005	1,689	3,438	-	51,132
Westwind School Division No. 74	37,240	1,761	1,766	-	40,767
Wetaskiwin Regional Division No. 11	39,491	779	2,302	-	42,572
Wild Rose School Division No. 66	49,221	1,510	3,562	-	54,293
Wolf Creek School Division No. 72	65,516	3,761	8,167	-	77,444
Funding to School Boards	5,123,250	362,916	291,825	(198,137)	5,579,854
Charter School Funding					
Almadina School Society	6,513	564	271	-	7,348
Aurora School Ltd.	4,308	-	195	-	4,503
Boyle Street Education Centre	2,578	577	54	-	3,209
Calgary Arts Academy Society	4,203	554	198	-	4,955
Calgary Girls' School Society	5,079	1,274	243	-	6,596
Calgary Science School Society	4,983	765	207	-	5,955
Centre for Academic and Personal Excellence Institute	1,558	-	75	-	1,633
Foundations for the Future Charter Academy Charter School Society	24,565	3,295	937	-	28,797
Mother Earth's Children's Charter School Society	757	350	29	-	1,136
New Horizons Charter School Society	1,810	34	27	-	1,871
Suzuki Charter School Society	2,534	257	113	-	2,904
Valhalla School Foundation	1,194	481	74	-	1,749
Westmount Charter School Society	10,882	602	507	-	11,991
Funding to Charter Schools	70,964	8,753	2,930	-	82,647
Total Funding to Related Parties	5,194,214	371,669	294,755	(198,137)	5,662,501
Non-Related Parties					
Lloydminster Public School Division	20,520	648	476	(5,185)	16,459
Lloydminster Roman Catholic Separate School Division	12,077	6,902	394	(1,368)	18,005
Total Funding to Non-Related Parties	32,597	7,550	870	(6,553)	34,464
All Funded School Jurisdictions	$ 5,226,811	$ 379,219	$ 295,625	$ (204,690)	$ 5,696,965

Schedule to Financial Statements – Unaudited

Year ended March 31, 2012

Ministry Funding Provided to School Jurisdictions (continued)

(a) The Funding Framework is based on a jurisdiction profile which combines base instructional funding with differential cost variable cost factors.

(b) School Facilities Infrastructure consists of funding provided to school jurisdictions for school building capital projects. School Facilities Operations and Maintenance funding is included in the Funding Framework.

(c) Provincial and Other Initiatives provides funding to school authorities including the Student Health Initiative, Alberta Initiative for School Improvement and High Speed Networking.

(d) Opted-out separate school boards, which have passed a resolution pursuant to section 171(2) of the *School Act*, have the authority to requisition and collect from municipalities levies on their declared residential and non-residential property at a rate of not less than the provincial rate applied in that municipality. These amounts collected from municipalities are shown as a reduction to funding from the Ministry.

(e) The Funding Framework includes education property tax directly requisitioned by opted-out separate school boards from their municipalities.

(f) Includes $62,085 in Statutory Expense for Alberta Schools Alternative Procurement.

Unaudited Information
Statement of Remissions, Compromises, and Write-Offs

Year ended March 31, 2012

The following statements has been prepared pursuant to Section 23 of the *Financial Administration Act*. This statement includes all remissions, compromises, and write-offs made or approved during the period.

	(in thousands)
Write-Offs	
Department Accounts Receivable	$ 4
Total remissions, compromises, and write-offs [a]	$ 4

(a) No remission or compromise expenses were incurred.

Summary of School Jurisdictions' FINANCIAL INFORMATION

Unaudited Summary of School Jurisdictions' Financial Information

(includes School Boards and Charter Schools)

Unaudited Summary of School Jurisdictions' Statements of Financial Position

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

Summary of Significant Accounting Policies

Disclosure of Salaries and Benefits for Superintendent Positions

For additional information:

The audited financial statements of school jurisdictions are available on Alberta Education's website at http://www.education.gov.ab.ca/funding/afs/

A printed copy of the audited financial statements of school jurisdictions (in three volumes) is available for reference at the following Alberta depository libraries:

- Alberta Government Library – 44 Capital Boulevard Site
- Alberta Legislature Library
- Calgary Public Library
- Edmonton Public Library
- University of Alberta Library
- University of Calgary Library

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Almadina School Society	Aspen View Regional Div. # 19	Aurora School Ltd.	Battle River Regional Div. # 31
ASSETS				
Current				
Cash and temporary investments	$ 1,232,264	$ 5,446,506	$ 3,081,227	$ 6,667,830
Accounts receivable (net after allowances)	127,567	1,218,978	50,076	902,548
Prepaid expenses	164,025	75,109	-	409,398
Other current assets	-	-	-	316,165
	1,523,856	6,740,593	3,131,303	8,295,941
School generated assets	1,521	568,641	-	890,598
Trust assets	-	-	-	1,032,024
Long term accounts receivable	-	-	34,574	-
Long term investments	-	-	-	-
Capital assets	485,193	21,034,144	3,471,259	40,803,336
TOTAL ASSETS	$ 2,010,570	$ 28,343,378	$ 6,637,136	$ 51,021,899
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	265,912	2,515,240	162,097	3,412,668
Deferred revenue	111,221	385,814	26,214	2,517,975
Deferred capital allocations	-	191,025	-	14,669
Current portion of long term debt	-	468,188	-	664,065
	377,133	3,560,267	188,311	6,609,377
School generated liabilities	1,521	568,641	-	890,598
Trust liabilities	-	-	-	1,032,024
Employee future benefits liability	-	421,000	-	-
Long Term Debt	-	1,258,705	-	2,744,399
Other long term liabilities	-	-	-	-
Unamortized capital allocations	384,759	17,767,598	1,821,033	22,769,969
TOTAL LIABILITIES	$ 763,413	$ 23,576,211	$ 2,009,344	$ 34,046,367
NET ASSETS				
Unrestricted net assets	$ 1,146,723	$ 1,829,432	$ 2,977,566	$ -
Operating Reserves	-	902,690	-	2,267,153
Accumulated Operating Surplus (Deficit)	1,146,723	2,732,122	2,977,566	2,267,153
Investment in capital assets	100,434	1,539,653	1,650,226	14,624,903
Capital Reserves*	-	495,392	-	83,476
Total Capital Funds	100,434	2,035,045	1,650,226	14,708,379
Total net assets	$ 1,247,157	$ 4,767,167	$ 4,627,792	$ 16,975,532
TOTAL LIABILITIES AND NET ASSETS	$ 2,010,570	$ 28,343,378	$ 6,637,136	$ 51,021,899

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Black Gold Regional Div. # 18	Foyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
ASSETS				
Current				
Cash and temporary investments	$ 9,766,549	$ 1,621,510	$ 2,801,852	$ 307,493
Accounts receivable (net after allowances)	1,398,069	23,639	568,297	55,385
Prepaid expenses	176,797	45,697	304,514	124,010
Other current assets	302,125	3,782	4,264	-
	11,643,540	1,694,628	3,678,927	486,888
School generated assets	872,846	-	905,714	13,564
Trust assets	234,225	31,159	766,761	-
Long term accounts receivable	-	-	-	-
Long term investments	7,207,635	-	-	-
Capital assets	65,085,973	19,872	40,272,231	508,175
TOTAL ASSETS	$ 85,044,219	$ 1,745,659	$ 45,623,633	$ 1,008,617
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	4,336,576	11,971	1,197,699	117,544
Deferred revenue	686,130	187,370	151,623	255,889
Deferred capital allocations	1,960,927	-	53,421	-
Current portion of long term debt	671,484	-	752,541	-
	7,655,117	199,341	2,155,284	373,433
School generated liabilities	872,846	-	905,714	13,564
Trust liabilities	234,225	31,159	766,761	-
Employee future benefits liability	131,200	-	-	-
Long Term Debt	769,034	-	2,838,935	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	57,042,472	-	34,319,409	164,273
TOTAL LIABILITIES	$ 66,704,894	$ 230,500	$ 40,986,103	$ 551,260
NET ASSETS				
Unrestricted net assets	$ 466,327	$ 1,495,287	$ 1,009,256	$ 113,455
Operating Reserves	9,130,227	(33,120)	1,474,005	-
Accumulated Operating Surplus (Deficit)	9,596,554	1,462,167	2,483,261	113,455
Investment in capital assets	6,602,983	19,872	1,646,680	343,902
Capital Reserves*	2,139,788	33,120	507,588	-
Total Capital Funds	8,742,771	52,992	2,154,268	343,902
Total net assets	$ 18,339,325	$ 1,515,159	$ 4,637,530	$ 457,357
TOTAL LIABILITIES AND NET ASSETS	$ 85,044,219	$ 1,745,659	$ 45,623,633	$ 1,008,617

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Calgary Girls' School Society	Calgary Roman Catholic Sep School Dist. # 1	Calgary School Dist. # 19	Calgary Science School Society
ASSETS				
Current				
Cash and temporary investments	$ 3,795,309	$ 48,495,151	$ 51,074,450	$ 1,877,062
Accounts receivable (net after allowances)	34,626	18,269,597	28,135,950	50,927
Prepaid expenses	35,775	1,979,057	7,169,389	57,126
Other current assets	4,194	776,875	839,196	-
	3,869,904	69,520,680	87,218,985	1,985,115
School generated assets	161,103	3,198,002	13,495,547	35,094
Trust assets	-	364,686	-	-
Long term accounts receivable	13,048	-	-	-
Long term investments	-	-	107,633,302	-
Capital assets	215,839	398,290,442	738,416,027	662,453
TOTAL ASSETS	$ 4,259,894	$ 471,373,810	$ 946,763,861	$ 2,682,662
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	76,945	33,954,780	69,465,138	91,109
Deferred revenue	474,659	4,478,042	40,257,849	678,394
Deferred capital allocations	-	3,924,659	6,141,231	-
Current portion of long term debt	69,402	296,388	13,777,367	-
	621,006	42,653,869	129,641,585	769,503
School generated liabilities	161,103	3,198,002	13,495,547	35,094
Trust liabilities	-	364,686	-	-
Employee future benefits liability	9,328	69,600	19,095,949	-
Long Term Debt	54,022	1,304,788	45,370,433	-
Other long term liabilities	-	-	1,644,140	-
Unamortized capital allocations	4,765	365,328,300	587,621,675	470,856
TOTAL LIABILITIES	$ 850,224	$ 412,919,245	$ 796,868,329	$ 1,275,453
NET ASSETS				
Unrestricted net assets	$ 3,322,020	$ 9,453,470	$ 2,184,011	$ -
Operating Reserves	-	3,557,932	23,097,523	1,215,612
Accumulated Operating Surplus (Deficit)	3,322,020	13,011,402	25,281,534	1,215,612
Investment in capital assets	87,650	31,360,966	98,646,553	191,597
Capital Reserves*	-	14,082,197	25,966,445	-
Total Capital Funds	87,650	45,443,163	124,612,998	191,597
Total net assets	$ 3,409,670	$ 58,454,565	$ 149,894,532	$ 1,407,209
TOTAL LIABILITIES AND NET ASSETS	$ 4,259,894	$ 471,373,810	$ 946,763,861	$ 2,682,662

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Canadian Rockies Regional Div. # 12	CAPE Centre for Academic and Personal Excellence Institute	Cardiff Roman Catholic Sep. School Dist. # 684	Chinook's Edge School Div. # 73
ASSETS				
Current				
Cash and temporary investments	$ -	$ 35,771	$ 110,702	$ 8,787,307
Accounts receivable (net after allowances)	1,411,750	6,745	1,250	4,726,649
Prepaid expenses	109,529	74,788	-	2,088,159
Other current assets	-	-	-	207
	1,521,279	117,304	111,952	15,602,322
School generated assets	422,528	21,802	-	1,184,922
Trust assets	366,097	-	-	1,108,070
Long term accounts receivable	-	-	-	-
Long term investments	87,000	212,733	-	110,112
Capital assets	40,760,733	488,413	-	125,759,941
TOTAL ASSETS	$ 42,657,637	$ 840,252	$ 111,952	$ 143,765,366
LIABILITIES				
Current				
Bank indebtedness	$ 549,705	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,862,845	95,516	104,898	6,676,503
Deferred revenue	588,346	14,304	-	1,833,500
Deferred capital allocations	-	-	-	1,132,584
Current portion of long term debt	661,074	3,179	-	656,057
	3,661,970	112,999	104,898	10,298,644
School generated liabilities	422,528	21,802	-	1,184,922
Trust liabilities	366,097	-	-	1,108,070
Employee future benefits liability	-	-	-	312,224
Long Term Debt	3,648,172	6,745	-	710,119
Other long term liabilities	57,535	-	-	-
Unamortized capital allocations	32,964,731	389,944	-	101,419,795
TOTAL LIABILITIES	$ 41,121,033	$ 531,490	$ 104,898	$ 115,033,774
NET ASSETS				
Unrestricted net assets	$ (1,622,837)	$ 270,270	$ 7,054	$ 1,124,949
Operating Reserves	(0)	-	-	3,982,671
Accumulated Operating Surplus (Deficit)	(1,622,837)	270,270	7,054	5,107,620
Investment in capital assets	2,986,755	88,542	-	22,973,972
Capital Reserves*	172,686	-	-	650,000
Total Capital Funds	3,159,441	88,542	-	23,623,972
Total net assets	$ 1,536,604	$ 308,762	$ 7,054	$ 28,731,592
TOTAL LIABILITIES AND NET ASSETS	$ 42,657,637	$ 840,252	$ 111,952	$ 143,765,366

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

	(in dollars)			
	Christ the Redeemer Catholic Sep. Regional Div. # 3	Clearview School Div. # 71	Cunningham Roman Catholic Sep. School Dist. # 704	East Central Alberta Catholic Sep. Schools Regional Div. # 16
ASSETS				
Current				
Cash and temporary investments	$ 7,271,379	$ 5,318,190	$ 33,341	$ 5,535,691
Accounts receivable (net after allowances)	1,960,267	651,092	-	1,092,650
Prepaid expenses	233,201	203,960	-	108,933
Other current assets	304,908	99,590	-	-
	9,769,755	6,272,832	33,341	6,737,274
School generated assets	528,243	300,665	-	285,119
Trust assets	38,619	252,286	-	108,887
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	75,316,053	36,095,024	-	22,447,279
TOTAL ASSETS	$ 85,652,670	$ 42,920,807	$ 33,341	$ 29,578,569
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	2,323,001	1,541,618	25,889	683,049
Deferred revenue	1,035,551	289,626	-	719,309
Deferred capital allocations	2,974,668	-	-	-
Current portion of long term debt	1,309,976	321,287	-	-
	7,643,196	2,152,531	25,889	1,412,358
School generated liabilities	528,243	300,665	-	285,119
Trust liabilities	38,619	252,286	-	108,887
Employee future benefits liability	159,284	-	-	-
Long Term Debt	2,627,962	1,225,687	-	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	68,594,493	28,883,444	-	19,365,802
TOTAL LIABILITIES	$ 79,591,797	$ 32,814,613	$ 25,889	$ 21,172,166
NET ASSETS				
Unrestricted net assets	$ 192,961	$ 183,101	$ 7,452	$ 1,646,645
Operating Reserves	3,010,101	3,914,432	-	2,579,835
Accumulated Operating Surplus (Deficit)	3,203,062	4,097,533	7,452	4,226,480
Investment in capital assets	2,783,670	5,664,606	-	3,081,489
Capital Reserves*	74,191	344,055	-	1,098,424
Total Capital Funds	2,857,811	6,008,661	-	4,179,913
Total net assets	$ 6,060,873	$ 10,106,194	$ 7,452	$ 8,406,393
TOTAL LIABILITIES AND NET ASSETS	$ 85,652,670	$ 42,920,807	$ 33,341	$ 29,578,559

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41
ASSETS				
Current				
Cash and temporary investments	$ 273,067	$ 29,448,802	$ 36,724,578	$ 7,859,067
Accounts receivable (net after allowances)	266,049	17,228,215	21,614,422	1,868,676
Prepaid expenses	16,647	3,726,391	423,072	111,009
Other current assets	-	191,482	5,775,282	-
	555,763	50,594,890	83,537,354	9,838,752
School generated assets	107,286	-	3,876,175	731,326
Trust assets	297,989	3,906,626	850,872	35,831
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	40,768,726	217,035,485	643,531,811	51,862,445
TOTAL ASSETS	$ 41,724,764	$ 271,537,001	$ 731,796,212	$ 62,468,354
LIABILITIES				
Current				
Bank indebtedness	$ 235,701	$ 142,623	$ -	$ -
Accounts payable and accrued liabilities	159,859	25,175,903	34,054,548	2,338,483
Deferred revenue	163,035	8,565,281	9,780,632	2,767,269
Deferred capital allocations	201,089	414,101	6,693,724	-
Current portion of long term debt	-	551,232	2,883,117	464,252
	759,684	34,849,140	53,422,021	5,570,004
School generated liabilities	107,286	-	3,876,175	731,326
Trust liabilities	297,989	3,906,626	850,872	35,831
Employee future benefits liability	-	4,546,296	-	365,286
Long Term Debt	-	642,357	2,428,403	476,569
Other long term liabilities	-	-	-	-
Unamortized capital allocations	38,769,436	191,649,768	518,986,656	46,150,321
TOTAL LIABILITIES	$ 39,929,415	$ 235,594,187	$ 579,574,127	$ 53,329,327
NET ASSETS				
Unrestricted net assets	$ (303,941)	$ 8,683,534	$ -	$ 746,770
Operating Reserves	-	-	27,514,775	3,268,200
Accumulated Operating Surplus (Deficit)	(303,941)	8,683,534	27,514,775	4,014,970
Investment in capital assets	1,988,290	24,192,179	119,223,635	4,771,327
Capital Reserves*	-	3,067,151	5,483,675	352,730
Total Capital Funds	1,988,290	27,259,280	124,707,310	5,124,057
Total net assets	$ 1,795,349	$ 35,942,814	$ 152,222,085	$ 9,139,027
TOTAL LIABILITIES AND NET ASSETS	$ 41,724,764	$ 271,537,001	$ 731,796,212	$ 62,468,354

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Statements of Financial Position

As at August 31, 2011

	(in dollars)			
	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep Regional Div. # 2	FFCA Charter School Society	Foothills School Div. # 38
ASSETS				
Current				
Cash and temporary investments	$ 18,630,017	$ 5,367,873	$ 4,799,540	$ 9,569,367
Accounts receivable (net after allowances)	2,330,368	977,695	487,278	1,833,137
Prepaid expenses	716,171	212,956	151,778	260,198
Other current assets	-	-	-	-
	21,676,556	6,558,524	4,938,596	11,662,687
School generated assets	2,207,856	462,535	164,801	1,371,857
Trust assets	2,635,372	41,718	50,546	475,388
Long term accounts receivable	-	-	-	-
Long term investments	2,821,729	-	19,557	-
Capital assets	54,308,164	53,109,011	1,186,337	73,670,106
TOTAL ASSETS	$ 83,649,677	$ 60,171,788	$ 6,359,837	$ 87,170,038
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	9,624,649	1,588,162	894,943	1,718,101
Deferred revenue	1,576,939	578,705	2,045,537	2,841,812
Deferred capital allocations	715,741	13,584	-	336,661
Current portion of long term debt	999,847	300,846	51,099	253,384
	12,917,176	2,480,297	2,991,579	5,149,958
School generated liabilities	2,207,856	462,535	164,801	1,371,857
Trust liabilities	2,635,372	41,718	50,546	475,388
Employee future benefits liability	-	-	-	143,864
Long Term Debt	3,068,457	1,580,787	136,930	1,288,794
Other long term liabilities	-	-	-	-
Unamortized capital allocations	45,839,517	48,808,969	195,477	66,282,480
TOTAL LIABILITIES	$ 66,668,378	$ 53,374,806	$ 3,539,323	$ 73,712,341
NET ASSETS				
Unrestricted net assets	$ -	$ 392,577	$ -	$ -
Operating Reserves	11,562,379	3,917,167	2,017,673	3,907,161
Accumulated Operating Surplus (Deficit)	11,562,379	4,269,744	2,017,673	3,907,161
Investment in capital assets	4,717,706	2,418,417	802,841	6,876,452
Capital Reserves*	711,214	108,821	-	2,674,084
Total Capital Funds	5,428,920	2,527,238	802,841	9,550,536
Total net assets	$ 16,981,299	$ 6,796,982	$ 2,820,514	$ 13,457,697
TOTAL LIABILITIES AND NET ASSETS	$ 83,649,677	$ 60,171,788	$ 6,359,837	$ 87,170,038

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep School Dist. # 32	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75
ASSETS				
Current				
Cash and temporary investments	$ 16,469,459	$ 14,876,353	$ 6,767,823	$ 8,785,516
Accounts receivable (net after allowances)	1,268,401	9,114,951	1,182,252	2,506,423
Prepaid expenses	564,347	108,786	145,367	274,975
Other current assets	-	-	86,832	234,858
	18,302,207	24,100,090	8,182,274	11,801,772
School generated assets	1,479,708	743,948	327,663	1,416,501
Trust assets	675,291	1,052,601	660,065	102,400
Long term accounts receivable	350,000	-	-	-
Long term investments	-	3,791,171	-	-
Capital assets	85,632,047	89,643,733	53,673,166	50,614,896
TOTAL ASSETS	$ 106,439,253	$ 118,831,543	$ 62,842,168	$ 63,935,570
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	7,007,886	7,890,076	2,127,617	2,608,204
Deferred revenue	1,144,238	2,487,861	611,910	2,179,161
Deferred capital allocations	1,836,424	10,245,182	1,139,168	279,994
Current portion of long term debt	-	107,920	198,108	617,471
	9,988,548	20,731,039	4,077,803	5,684,830
School generated liabilities	1,479,708	743,948	327,663	1,416,501
Trust liabilities	675,291	1,052,601	660,065	102,400
Employee future benefits liability	-	-	94,516	-
Long Term Debt	-	647,520	564,876	2,266,610
Other long term liabilities	-	-	-	-
Unamortized capital allocations	77,447,415	75,584,436	45,035,627	42,760,895
TOTAL LIABILITIES	$ 89,590,962	$ 98,759,534	$ 51,409,550	$ 51,731,236
NET ASSETS				
Unrestricted net assets	$ 3,658	$ 176,483	$ -	$ 1,917,898
Operating Reserves	7,079,384	1,078,829	3,370,444	4,602,068
Accumulated Operating Surplus (Deficit)	7,083,042	1,255,312	3,370,444	6,519,966
Investment in capital assets	8,184,624	13,307,248	7,223,758	5,564,443
Capital Reserves*	1,580,625	5,509,449	838,416	129,935
Total Capital Funds	9,765,249	18,816,697	8,062,174	5,684,378
Total net assets	$ 16,848,291	$ 20,072,009	$ 11,432,618	$ 12,204,334
TOTAL LIABILITIES AND NET ASSETS	$ 106,439,253	$ 118,831,543	$ 62,842,168	$ 63,935,570

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Statements of Financial Position

As at August 31, 2011

	(in dollars)			
	Grande Prairie Roman Catholic Sep. School Dist. # 28	Grande Prairie School Dist. # 2357	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6
ASSETS				
Current				
Cash and temporary investments	$ 4,500,574	$ 3,144,630	$ 11,217,756	$ 8,039,633
Accounts receivable (net after allowances)	1,052,523	4,638,207	465,416	1,826,584
Prepaid expenses	108,741	820,522	219,956	93,679
Other current assets	94,183	184,766	54,847	124,859
	5,756,021	8,788,125	11,957,975	10,084,755
School generated assets	794,647	714,104	798,162	629,237
Trust assets	50,193	828,986	644,217	326,312
Long term accounts receivable	143,262	-	18,750	-
Long term investments	-	-	-	-
Capital assets	73,161,938	76,517,141	35,343,910	33,838,998
TOTAL ASSETS	$ 79,906,061	$ 86,848,356	$ 48,763,014	$ 44,879,302
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,141,770	1,637,431	2,745,678	1,474,903
Deferred revenue	2,573,372	2,063,010	295,838	1,760,492
Deferred capital allocations	718,713	322,057	-	1,213,434
Current portion of long term debt	430,985	686,895	325,914	429,774
	4,864,840	4,709,393	3,367,430	4,878,603
School generated liabilities	794,647	714,104	798,162	629,237
Trust liabilities	50,193	828,986	644,217	326,312
Employee future benefits liability	-	-	-	-
Long Term Debt	839,793	2,567,980	337,754	2,917,880
Other long term liabilities	-	-	-	-
Unamortized capital allocations	67,089,065	71,891,692	26,439,775	26,465,050
TOTAL LIABILITIES	$ 73,648,538	$ 80,702,155	$ 31,587,338	$ 35,217,082
NET ASSETS				
Unrestricted net assets	$ -	$ 1,036,786	$ 2,970,027	$ 1,518,749
Operating Reserves	878,502	2,543,973	4,263,615	3,914,268
Accumulated Operating Surplus (Deficit)	878,502	3,580,759	7,233,641	5,433,017
Investment in capital assets	4,792,089	1,380,573	8,240,464	4,026,290
Capital Reserves*	586,932	1,184,869	1,701,570	202,913
Total Capital Funds	5,379,021	2,565,442	9,942,035	4,229,203
Total net assets	$ 6,257,523	$ 6,146,201	$ 17,175,676	$ 9,662,220
TOTAL LIABILITIES AND NET ASSETS	$ 79,906,061	$ 86,848,356	$ 48,763,014	$ 44,879,302

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Greater North Central Francophone Education Region # 2	Greater Southern Public Francophone Education Region # 4	Greater Southern Sep. Catholic Francophone Education Region # 4	Greater St. Albert Catholic Regional Div. # 29
ASSETS				
Current				
Cash and temporary investments	$ 2,833,777	$ 2,221,906	$ 1,662,570	$ 693,458
Accounts receivable (net after allowances)	2,888,024	1,286,793	884,200	1,786,867
Prepaid expenses	179,854	42,283	46,842	699,053
Other current assets	-	-	-	-
	5,901,656	3,530,982	2,593,562	3,179,378
School generated assets	310,345	82,809	61,639	1,247,657
Trust assets	-	687,499	58,721	450,568
Long term accounts receivable	-	-	-	-
Long term investments	112,166	246,275	-	-
Capital assets	25,121,174	22,642,657	11,266,005	33,284,184
TOTAL ASSETS	$ 31,445,340	$ 27,190,222	$ 13,979,927	$ 38,161,787
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,509,504	686,010	602,007	1,494,362
Deferred revenue	2,123,372	989,927	533,912	1,143,433
Deferred capital allocations	-	50,669	-	-
Current portion of long term debt	-	-	-	873,017
	3,632,876	1,726,606	1,135,919	3,510,802
School generated liabilities	310,345	82,809	61,639	1,247,657
Trust liabilities	-	687,499	58,721	450,568
Employee future benefits liability	190,509	-	-	-
Long Term Debt	-	-	-	4,773,683
Other long term liabilities	-	-	-	-
Unamortized capital allocations	17,250,515	22,109,365	10,902,877	22,847,665
TOTAL LIABILITIES	$ 21,384,236	$ 24,606,279	$ 12,159,156	$ 32,830,385
NET ASSETS				
Unrestricted net assets	$ 2,016,503	$ 922,164	$ 572,222	$ 342,935
Operating Reserves	143,943	1,129,491	838,700	-
Accumulated Operating Surplus (Deficit)	2,160,446	2,051,655	1,410,922	342,935
Investment in capital assets	7,870,658	533,288	363,134	4,789,842
Capital Reserves*	30,000	-	46,715	198,625
Total Capital Funds	7,900,658	533,288	409,849	4,988,467
Total net assets	$ 10,061,104	$ 2,584,943	$ 1,820,771	$ 5,331,402
TOTAL LIABILITIES AND NET ASSETS	$ 31,445,340	$ 27,190,222	$ 13,979,927	$ 38,161,787

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67
ASSETS				
Current				
Cash and temporary investments	$ 16,261,171	$ 8,716,413	$ 4,538,919	$ 11,150,908
Accounts receivable (net after allowances)	1,649,239	783,024	2,431,081	900,012
Prepaid expenses	377,171	101,294	113,082	70,167
Other current assets	-	2,169	191,350	-
	18,287,581	9,602,900	7,274,432	12,121,087
School generated assets	616,091	356,668	785,259	1,472,573
Trust assets	131,985	315,062	337,387	-
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	4,041,098
Capital assets	30,196,496	22,166,799	64,782,496	37,774,098
TOTAL ASSETS	$ 49,232,153	$ 32,441,429	$ 73,179,574	$ 55,408,856
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,486,570	1,603,456	2,186,997	1,634,923
Deferred revenue	864,604	136,905	1,823,156	542,125
Deferred capital allocations	-	-	180,946	4,778,941
Current portion of long term debt	3,241	325,982	325,506	88,170
	2,354,415	2,066,343	4,496,604	7,044,159
School generated liabilities	616,091	356,668	785,259	1,472,573
Trust liabilities	131,985	315,062	337,387	-
Employee future benefits liability	-	-	-	39,562
Long Term Debt	6,481	658,114	119,629	133,566
Other long term liabilities	-	-	-	567,305
Unamortized capital allocations	26,126,078	17,211,794	58,308,066	33,321,519
TOTAL LIABILITIES	$ 29,235,050	$ 20,607,981	$ 64,046,944	$ 42,568,763
NET ASSETS				
Unrestricted net assets	$ -	$ 241,242	$ -	$ 2,404,978
Operating Reserves	9,579,171	5,164,218	2,173,634	6,204,312
Accumulated Operating Surplus (Deficit)	9,579,171	5,405,460	2,173,634	8,609,290
Investment in capital assets	4,080,694	3,968,902	6,029,296	4,230,863
Capital Reserves*	6,357,238	2,458,086	929,700	-
Total Capital Funds	10,417,932	6,427,988	6,958,996	4,230,863
Total net assets	$ 19,997,103	$ 11,833,448	$ 9,132,630	$ 12,840,093
TOTAL LIABILITIES AND NET ASSETS	$ 49,232,153	$ 32,441,429	$ 73,179,574	$ 55,408,856

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
ASSETS				
Current:				
Cash and temporary investments	$ 3,332,502	$ 7,552,868	$ 6,777,654	$ 7,034,834
Accounts receivable (net after allowances)	2,491,975	2,734,856	446,992	1,878,376
Prepaid expenses	45,356	321,219	114,237	7,867
Other current assets	157,238	161,909	-	112,721
	6,027,071	10,770,852	7,338,882	9,033,798
School generated assets	403,788	1,500,420	459,133	1,636,063
Trust assets	10,533	501,138	1,256	30,069
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	2,329,490
Capital assets	36,515,200	92,645,528	19,802,101	30,421,263
TOTAL ASSETS	$ 42,956,592	$ 105,417,938	$ 27,601,372	$ 43,450,683
LIABILITIES				
Current:				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,047,302	2,679,509	1,216,461	2,080,848
Deferred revenue	777,753	1,864,884	248,184	1,337,648
Deferred capital allocations	10,588	1,689,447	4,842,388	1,267,639
Current portion of long term debt	238,624	755,245	249,910	212,260
	2,074,267	6,989,085	6,556,943	4,898,395
School generated liabilities	403,788	1,500,420	459,133	1,636,063
Trust liabilities	10,533	501,138	1,256	30,069
Employee future benefits liability	72,348	-	-	104,137
Long Term Debt	115,115	1,324,545	1,220,852	365,037
Other long term liabilities	-	-	-	2,323,200
Unamortized capital allocations	32,431,597	86,230,594	15,599,114	25,873,216
TOTAL LIABILITIES	$ 35,107,648	$ 96,545,782	$ 23,837,298	$ 35,230,117
NET ASSETS				
Unrestricted net assets	$ -	$ 486,933	$ -	$ 554,533
Operating Reserves	1,071,719	3,237,573	980,328	3,695,283
Accumulated Operating Surplus (Deficit)	1,071,719	3,724,506	980,328	4,249,816
Investment in capital assets	3,729,863	4,335,143	2,732,231	3,970,750
Capital Reserves*	3,047,362	812,507	51,515	-
Total Capital Funds	6,777,225	5,147,650	2,783,746	3,970,750
Total net assets	$ 7,848,944	$ 8,872,156	$ 3,764,074	$ 8,220,566
TOTAL LIABILITIES AND NET ASSETS	$ 42,956,592	$ 105,417,938	$ 27,601,372	$ 43,450,683

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Statements of Financial Position

As at August 31, 2011

	(in dollars)			
	Medicine Hat Catholic Sep. Regional Div. # 20	Medicine Hat School Dist. # 76	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
ASSETS				
Current:				
Cash and temporary investments	$ 1,894,663	$ 8,981,787	$ 915,226	$ 787,942
Accounts receivable (net after allowances)	1,383,233	3,319,093	119,220	11,480
Prepaid expenses	478,601	300,790	40,706	20,994
Other current assets	112,953	419,090	-	-
	3,869,450	13,020,760	1,075,152	820,416
School generated assets	576,248	1,368,007	-	12,327
Trust assets	12,981	1,815,719	-	-
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	21,395,817	28,669,582	336,572	1,377,541
TOTAL ASSETS	$ 25,854,495	$ 44,874,068	$ 1,411,724	$ 2,210,284
LIABILITIES				
Current:				
Bank indebtedness	$ -	$ -	$ 27,911	$ -
Accounts payable and accrued liabilities	1,455,264	3,202,946	64,781	22,250
Deferred revenue	358,291	1,931,246	322,650	7,694
Deferred capital allocations	43,789	231,592	-	-
Current portion of long term debt	161,019	677,392	-	-
	2,018,363	6,043,176	415,342	29,944
School generated liabilities	576,248	1,368,007	-	12,327
Trust liabilities	12,981	1,815,719	-	-
Employee future benefits liability	-	-	-	-
Long Term Debt	332,974	1,036,552	-	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	17,534,874	21,750,954	-	1,364,917
TOTAL LIABILITIES	$ 20,475,440	$ 32,014,408	$ 415,342	$ 1,407,188
NET ASSETS				
Unrestricted net assets	$ 1,370,679	$ 1,407,834	$ 659,810	$ 427,119
Operating Reserves	641,260	4,088,543	-	261,539
Accumulated Operating Surplus (Deficit)	2,011,939	5,496,377	659,810	688,658
Investment in capital assets	3,367,116	5,204,683	336,572	12,624
Capital Reserves*	-	2,158,600	-	101,814
Total Capital Funds	3,367,116	7,363,283	336,572	114,438
Total net assets	$ 5,379,055	$ 12,859,660	$ 996,382	$ 803,096
TOTAL LIABILITIES AND NET ASSETS	$ 25,854,495	$ 44,874,068	$ 1,411,724	$ 2,210,284

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
ASSETS				
Current:				
Cash and temporary investments	$ 11,845,971	$ 5,145,485	$ 1,213,433	$ 1,893,761
Accounts receivable (net after allowances)	1,232,864	3,772,934	6,395,536	775,233
Prepaid expenses	-	1,205,541	317,506	57,901
Other current assets	-	-	107,523	20,977
	13,078,835	10,123,960	8,033,998	2,747,872
School generated assets	1,002,529	1,295,398	843,699	96,992
Trust assets	162,421	49,189	-	98,242
Long term accounts receivable	-	19,455	-	-
Long term investments	-	-	-	17,918
Capital assets	71,407,085	68,179,091	71,585,015	17,192,264
TOTAL ASSETS	$ 85,650,870	$ 79,667,093	$ 80,462,712	$ 20,153,288
LIABILITIES				
Current:				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	2,636,043	2,524,640	2,529,773	153,380
Deferred revenue	1,096,221	1,896,884	2,961,197	398,814
Deferred capital allocations	692,136	109,781	243,752	398,256
Current portion of long term debt	536,734	721,848	238,222	-
	4,961,134	5,253,153	5,972,944	950,450
School generated liabilities	1,002,529	1,295,398	843,699	96,992
Trust liabilities	162,421	49,189	-	98,242
Employee future benefits liability	-	46,000	67,915	-
Long Term Debt	3,962,795	2,569,066	258,693	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	58,936,927	54,750,880	63,025,331	16,658,022
TOTAL LIABILITIES	$ 69,025,805	$ 63,963,686	$ 70,168,583	$ 17,803,706
NET ASSETS				
Unrestricted net assets	$ 489,461	$ 333	$ (2,138,752)	$ 421,064
Operating Reserves	8,019,972	4,240,003	2,773,856	1,175,933
Accumulated Operating Surplus (Deficit)	8,509,433	4,240,336	635,104	1,596,997
Investment in capital assets	7,970,654	10,137,322	8,052,998	534,242
Capital Reserves*	144,977	1,325,749	1,606,027	218,343
Total Capital Funds	8,115,631	11,463,071	9,659,025	752,585
Total net assets	$ 16,625,065	$ 15,703,407	$ 10,294,129	$ 2,349,582
TOTAL LIABILITIES AND NET ASSETS	$ 85,650,870	$ 79,667,093	$ 80,462,712	$ 20,153,288

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Palliser Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
ASSETS				
Current:				
Cash and temporary investments	$ 5,510,190	$ 13,374,355	$ 14,697,695	$ 6,894,086
Accounts receivable (net after allowances)	1,237,093	599,180	1,273,122	5,430,363
Prepaid expenses	108,104	223,694	63,741	131,626
Other current assets	5,097	-	265,573	470,781
	6,860,484	14,197,229	16,300,130	12,926,856
School generated assets	1,172,203	1,049,593	717,461	1,095,721
Trust assets	1,027,842	270,582	267,389	195,057
Long term accounts receivable	-	-	9,647	-
Long term investments	58,597	-	-	-
Capital assets	29,146,776	94,921,444	37,543,524	66,929,742
TOTAL ASSETS	$ 38,265,901	$ 110,438,848	$ 54,838,151	$ 81,147,376
LIABILITIES				
Current:				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,242,506	3,119,818	1,201,219	3,111,946
Deferred revenue	905,576	665,424	971,069	841,336
Deferred capital allocations	3,057,020	934,862	459,866	1,039,451
Current portion of long term debt	356,362	365,885	455,837	880,618
	5,561,464	5,085,989	3,087,992	5,873,351
School generated liabilities	1,172,203	1,049,593	717,461	1,095,721
Trust liabilities	1,027,842	270,582	267,389	195,057
Employee future benefits liability	141,500	-	-	681,120
Long Term Debt	1,579,072	343,587	1,460,082	1,807,949
Other long term liabilities	-	-	-	-
Unamortized capital allocations	22,452,065	87,423,380	28,086,599	54,353,713
TOTAL LIABILITIES	$ 31,934,145	$ 94,173,131	$ 33,619,522	$ 64,006,911
NET ASSETS				
Unrestricted net assets	$ 594,634	$ 943,769	$ 3,168,644	$ 222,501
Operating Reserves	977,843	5,121,015	6,595,847	2,347,406
Accumulated Operating Surplus (Deficit)	1,572,477	6,064,784	9,764,491	2,569,907
Investment in capital assets	4,759,279	6,788,590	7,541,006	9,887,462
Capital Reserves*	-	3,412,343	3,913,132	4,683,096
Total Capital Funds	4,759,279	10,200,933	11,454,138	14,570,558
Total net assets	$ 6,331,756	$ 16,265,717	$ 21,218,629	$ 17,140,465
TOTAL LIABILITIES AND NET ASSETS	$ 38,265,901	$ 110,438,848	$ 54,838,151	$ 81,147,376

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Pembina Hills Regional Div # 7	Prairie Land Regional Div # 25	Prairie Rose School Div # 8	Red Deer Catholic Regional Div # 39
ASSETS				
Current				
Cash and temporary investments	$ 6,332,077	$ 5,821,259	$ 5,410,094	$ 10,063,048
Accounts receivable (net after allowances)	1,971,503	428,183	766,568	1,714,802
Prepaid expenses	133,895	110,697	276,686	1,010,694
Other current assets	325,642	-	3,350	124,211
	8,763,117	6,360,139	6,456,698	12,912,755
School generated assets	622,514	342,521	885,321	962,356
Trust assets	743,805	647,120	564,814	1,663,317
Long term accounts receivable	-	-	-	500,000
Long term investments	-	62,775	-	240,287
Capital assets	21,415,269	18,470,181	18,902,011	75,350,042
TOTAL ASSETS	$ 31,544,705	$ 25,882,736	$ 26,808,844	$ 91,628,757
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,116,979	855,587	1,895,755	3,013,135
Deferred revenue	609,499	786,263	880,792	1,589,503
Deferred capital allocations	-	386,871	-	691,867
Current portion of long term debt	473,029	195,543	162,551	315,797
	2,199,507	2,224,264	2,939,098	5,610,302
School generated liabilities	622,514	342,521	885,321	962,356
Trust liabilities	743,805	647,120	564,814	1,663,317
Employee future benefits liability	-	21,100	-	1,526,282
Long Term Debt	1,383,133	403,535	909,635	3,693,919
Other long term liabilities	-	-	-	-
Unamortized capital allocations	15,435,409	13,831,118	12,758,468	65,048,768
TOTAL LIABILITIES	$ 20,384,368	$ 17,469,658	$ 18,057,336	$ 78,504,944
NET ASSETS				
Unrestricted net assets	$ 903,068	$ 349,908	$ 439,243	$ -
Operating Reserves	4,627,151	2,315,354	1,853,237	4,631,540
Accumulated Operating Surplus (Deficit)	5,530,219	2,665,352	2,292,480	4,631,540
Investment in capital assets	4,123,702	4,039,985	5,071,357	6,291,549
Capital Reserves*	1,506,416	1,707,741	1,387,671	2,200,724
Total Capital Funds	5,630,118	5,747,726	6,459,028	8,492,273
Total net assets	$ 11,160,337	$ 8,413,078	$ 8,751,508	$ 13,123,813
TOTAL LIABILITIES AND NET ASSETS	$ 31,544,705	$ 25,882,736	$ 26,808,844	$ 91,628,757

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Protestant Sep School Dist. # 6	St. Paul Education Regional Div. # 1
ASSETS				
Current				
Cash and temporary investments	$ 5,835,147	$ 16,032,256	$ 12,053,346	$ 4,201,412
Accounts receivable (net after allowances)	1,479,512	3,788,158	2,558,858	1,118,316
Prepaid expenses	471,029	145,105	145,010	197,930
Other current assets	5,525,533	99,343	-	-
	13,311,221	20,064,862	14,757,214	5,517,658
School generated assets	1,153,320	3,081,008	676,431	624,815
Trust assets	335,514	454,678	157,172	97,745
Long term accounts receivable	-	-	-	-
Long term investments	108,169	-	-	19,944
Capital assets	71,637,774	151,798,632	28,575,824	44,730,867
TOTAL ASSETS	$ 86,545,998	$ 175,399,180	$ 44,166,641	$ 50,991,029
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	2,092,669	19,010,081	4,752,541	1,801,391
Deferred revenue	2,241,323	2,207,793	1,253,367	478,982
Deferred capital allocations	36,952	62,469	-	-
Current portion of long term debt	1,326,717	1,489,966	839,571	210,060
	5,697,662	22,770,309	6,845,479	2,490,433
School generated liabilities	1,153,320	3,081,008	676,431	624,815
Trust liabilities	335,514	454,678	157,172	97,745
Employee future benefits liability	53,300	-	-	-
Long Term Debt	2,268,239	5,159,100	2,534,083	312,259
Other long term liabilities	229,684	-	-	-
Unamortized capital allocations	59,715,067	117,715,113	18,243,390	38,430,701
TOTAL LIABILITIES	$ 69,452,786	$ 149,180,208	$ 28,456,555	$ 41,956,953
NET ASSETS				
Unrestricted net assets	$ 2,275,949	$ -	$ 490,318	$ 208,678
Operating Reserves	6,119,123	(2,212,802)	6,493,969	2,775,800
Accumulated Operating Surplus (Deficit)	8,395,072	(2,212,802)	6,984,287	2,984,478
Investment in capital assets	8,327,750	27,434,460	6,958,781	5,777,842
Capital Reserves*	370,390	997,314	1,767,018	272,756
Total Capital Funds	8,698,140	28,431,774	8,725,799	6,050,598
Total net assets	$ 17,093,212	$ 26,218,972	$ 15,710,086	$ 9,035,076
TOTAL LIABILITIES AND NET ASSETS	$ 86,545,998	$ 175,399,180	$ 44,166,641	$ 50,991,029

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Statements of Financial Position

As at August 31, 2011

	(in dollars)			
	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	Valhalla School Foundation
ASSETS				
Current				
Cash and temporary investments	$ 2,925,631	$ 4,112,873	$ 231,760	$ 33,035
Accounts receivable (net after allowances)	545,794	922,902	38,158	27,453
Prepaid expenses	149,462	307,536	17,384	24,140
Other current assets	75,566	-	-	-
	3,696,453	5,343,311	287,302	84,628
School generated assets	330,612	426,106	40,416	14,543
Trust assets	122,273	205,320	-	-
Long term accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	36,323,382	24,379,479	850,159	94,363
TOTAL ASSETS	$ 40,472,720	$ 30,354,216	$ 1,177,877	$ 193,534
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ 15,000
Accounts payable and accrued liabilities	668,353	865,169	94,015	31,645
Deferred revenue	1,909,906	595,830	22,205	-
Deferred capital allocations	-	26,289	2,000	-
Current portion of long term debt	521,013	203,211	-	8,627
	3,099,272	1,690,499	118,220	55,272
School generated liabilities	330,612	426,106	40,416	14,543
Trust liabilities	122,273	205,320	-	-
Employee future benefits liability	-	-	-	-
Long Term Debt	1,702,287	515,204	-	17,527
Other long term liabilities	-	-	-	-
Unamortized capital allocations	30,813,241	21,069,038	647,429	39,898
TOTAL LIABILITIES	$ 36,067,685	$ 23,906,167	$ 806,065	$ 127,240
NET ASSETS				
Unrestricted net assets	$ 571,257	$ 904,285	$ 149,082	$ 11,219
Operating Reserves	471,936	2,104,486	-	-
Accumulated Operating Surplus (Deficit)	1,043,193	3,008,771	149,082	11,219
Investment in capital assets	3,286,842	2,592,025	202,730	55,075
Capital Reserves*	75,000	847,253	20,000	-
Total Capital Funds	3,361,842	3,439,278	222,730	55,075
Total net assets	$ 4,405,035	$ 6,448,049	$ 371,812	$ 66,294
TOTAL LIABILITIES AND NET ASSETS	$ 40,472,720	$ 30,354,216	$ 1,177,877	$ 193,534

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Statements of Financial Position

As at August 31, 2011

(in dollars)

	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11	Wild Rose School Div. # 66
ASSETS				
Current				
Cash and temporary investments	$ 1,307,441	$ 1,447,302	$ 13,981,518	$ 11,611,326
Accounts receivable (net after allowances)	1,017,808	536,997	488,059	631,225
Prepaid expenses	565,808	302,033	97,807	348,991
Other current assets	-	-	267,308	130,296
	2,891,057	2,286,332	14,834,692	12,721,838
School generated assets	122,662	393,701	789,034	798,580
Trust assets	-	293,527	705,673	306,971
Long term accounts receivable	-	-	-	2,488
Long term investments	-	1,820,481	10	-
Capital assets	-	39,260,734	33,246,463	64,049,692
TOTAL ASSETS	$ 3,003,719	$ 44,054,775	$ 49,075,871	$ 77,899,569
LIABILITIES				
Current				
Bank indebtedness	$ -	$ -	$ -	$ -
Accounts payable and accrued liabilities	1,511,910	291,306	921,385	2,537,746
Deferred revenue	204,399	64,895	3,222,587	2,929,579
Deferred capital allocations	-	76,555	1,874,092	413,619
Current portion of long term debt	-	459,405	403,980	424,553
	1,716,309	892,161	9,422,044	6,305,497
School generated liabilities	122,662	393,701	789,034	798,580
Trust liabilities	-	293,527	705,673	306,971
Employee future benefits liability	-	133,673	-	-
Long Term Debt	-	994,400	1,667,297	1,563,917
Other long term liabilities	-	895,792	101,751	-
Unamortized capital allocations	-	31,621,229	26,683,088	54,647,115
TOTAL LIABILITIES	$ 1,838,971	$ 35,224,483	$ 39,868,887	$ 63,642,080
NET ASSETS				
Unrestricted net assets	$ 988,695	$ -	$ -	$ 988,227
Operating Reserves	166,053	2,007,022	4,804,312	4,796,930
Accumulated Operating Surplus (Deficit)	1,164,748	2,007,022	4,804,312	5,705,157
Investment in capital assets	-	6,185,700	4,492,086	7,414,107
Capital Reserves*	-	637,570	910,576	1,138,225
Total Capital Funds	-	6,823,270	5,402,662	8,552,332
Total net assets	$ 1,164,748	$ 8,830,292	$ 10,206,973	$ 14,257,489
TOTAL LIABILITIES AND NET ASSETS	$ 3,003,719	$ 44,054,775	$ 49,075,871	$ 77,899,569

Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Financial Position

As at August 31, 2011

(in dollars)

	Wolf Creek School Div. # 72	2011 Actual Totals	2010 Actual Totals (As restated)
ASSETS			
Current			
Cash and temporary investments	$ 15,646,727	$ 631,301,388	$ 751,724,385
Accounts receivable (net after allowances)	4,379,733	197,451,478	203,898,300
Prepaid expenses	597,854	31,273,751	30,370,471
Other current assets	6,291	17,983,336	13,677,193
	20,630,605	877,909,953	999,671,349
School generated assets	768,896	68,907,164	67,109,416
Trust assets	671,000	29,843,807	28,645,750
Long term accounts receivable	-	1,091,224	1,476,968
Long term investments	-	130,440,449	124,844,971
Capital assets	57,358,683	4,865,276,309	4,743,554,807
TOTAL ASSETS	$ 79,429,193	$ 5,973,468,906	$ 5,965,253,361
LIABILITIES			
Current			
Bank indebtedness	$ -	$ 970,940	$ 1,040,427
Accounts payable and accrued liabilities	5,554,086	317,604,479	336,981,054
Deferred revenue	2,044,449	141,919,075	152,107,262
Deferred capital allocations	4,177,451	71,302,354	171,436,543
Current portion of long term debt	329,945	82,782,692	40,252,303
	12,105,940	574,579,540	701,817,589
School generated liabilities	768,896	68,907,164	67,109,416
Trust liabilities	671,000	29,843,807	28,645,750
Employee future benefits liability	-	28,425,984	27,892,605
Long Term Debt	1,203,646	128,700,664	150,969,842
Other long term liabilities	-	5,803,497	6,067,381
Unamortized capital allocations	48,104,862	4,077,243,902	3,936,380,830
TOTAL LIABILITIES	$ 62,854,353	$ 4,913,510,558	$ 4,918,893,422
NET ASSETS			
Unrestricted net assets	$ 317,467	$ 66,595,676	$ 67,104,880
Operating Reserves	6,889,153	253,322,341	262,772,261
Accumulated Operating Surplus (Deficit)	7,216,620	319,918,017	329,877,141
Investment in capital assets	7,770,130	623,288,013	619,098,258
Capital Reserves*	1,638,090	116,252,318	97,384,541
Total Capital Funds	9,358,220	740,040,331	716,482,799
Total net assets	$ 16,574,840	$ 1,059,958,348	$ 1,046,359,940
TOTAL LIABILITIES AND NET ASSETS	$ 79,429,193	$ 5,973,468,906	$ 5,965,253,361

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Almadina School Society	Aspen View Regional Div. # 19	Aurora School Ltd.	Battle River Regional Div. # 31
REVENUES				
Government of Alberta	$ 7,516,930	$ 34,801,194	$ 4,787,871	$ 70,436,707
Federal Government and/or First Nations	-	1,343,817	-	-
Other Alberta school authorities	-	-	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	-	169,165	73,645	579,047
Transportation fees	123,457	-	117,120	43,571
Other sales and services	-	456,506	-	1,528,985
Investment income	9,541	356,460	45,445	90,517
Gifts and donations	1,380	13,965	-	77,471
Rentals of facilities	1,365	59,075	5,405	24,984
Gross school generated funds	28,473	2,763,174	52,937	2,004,922
Gains on disposal of capital assets	-	-	-	83,797
Amortization of capital allocations	29,001	606,080	364,207	1,987,338
Other revenue	3,241	-	-	-
	7,713,388	40,069,436	5,446,630	76,856,849
EXPENSES				
Salaries, wages and benefits	4,507,935	28,503,473	2,590,141	57,941,419
Services, contracts and supplies	2,848,614	9,867,631	1,330,830	14,586,061
Gross school generated funds	28,473	2,763,174	52,937	2,004,922
Amortization	74,539	878,568	694,163	3,823,295
Debt Servicing	-	154,241	3,253	361,414
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	148,973
	7,459,561	41,667,087	4,661,324	78,876,084
Excess(deficiency) before extraordinary items	253,827	(1,597,651)	785,306	(2,019,235)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 253,827	$ (1,597,651)	$ 785,306	$ (2,019,235)
Changes in Financial Position:				
Cash generated (used) by operations	$ 174,104	$ (2,106,191)	$ 1,019,702	$ 138,609
Cash generated (used) by investing activities	(61,946)	(5,569,857)	-	(1,863,857)
Cash generated (used) by financing activities	-	4,352,953	-	649,919
Net sources (uses) of cash equivalents during year	112,158	(3,323,090)	1,019,702	(1,075,329)
Cash equivalents at beginning of the year	1,120,106	8,769,596	2,061,525	7,743,159
Cash equivalents at end of the year	$ 1,232,264	$ 5,446,506	$ 3,081,227	$ 6,667,830
Alberta Education Funded Student Enrolment*	578	2,586	429	5,889

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

OTHER INFORMATION – UNAUDITED SUMMARY OF SCHOOL JURISDICTIONS' FINANCIAL INFORMATION

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
REVENUES				
Government of Alberta	$ 82,909,393	$ 2,810,343	$ 49,770,869	$ 4,615,012
Federal Government and/or First Nations	293,371	-	44,977	-
Other Alberta school authorities	-	-	31,899	-
Out of province authorities	-	-	29,625	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	1,274,961	-	428,481	72,311
Transportation fees	129,781	-	73,609	105,263
Other sales and services	414,702	5,159	309,877	-
Investment income	348,264	28,625	71,589	4,922
Gifts and donations	20,928	1,000	40,608	10,158
Rentals of facilities	116,146	-	10,722	13,736
Gross school generated funds	3,112,562	3,347	1,612,602	238,884
Gains on disposal of capital assets	12,806	-	21,193	-
Amortization of capital allocations	3,176,165	-	2,230,032	74,662
Other revenue	-	49,823	-	1,848
	91,544,529	2,898,297	54,675,993	5,136,796
EXPENSES				
Salaries, wages and benefits	68,581,828	1,584,676	37,069,119	2,967,457
Services, contracts and supplies	14,706,538	1,035,684	13,144,866	1,751,855
Gross school generated funds	3,112,562	3,347	1,612,602	238,884
Amortization	3,864,124	11,501	2,442,875	180,904
Debt Servicing	189,204	-	401,176	-
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	-
	90,444,256	2,635,208	54,670,638	5,139,100
Excess(deficiency) before extraordinary items	1,100,273	263,089	5,355	(2,304)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 1,100,273	$ 263,089	$ 5,355	$ (2,304)
Changes in Financial Position:				
Cash generated (used) by operations	$ (1,802,814)	$ 466,595	$ (304,798)	$ 59,013
Cash generated (used) by investing activities	(3,892,278)	-	(1,690,840)	(272,007)
Cash generated (used) by financing activities	237,322	-	788,295	63,782
Net sources (uses) of cash equivalents during year	(5,457,630)	466,595	(1,207,343)	(149,212)
Cash equivalents at beginning of the year	15,224,179	1,154,915	4,009,195	456,705
Cash equivalents at end of the year	$ 9,766,549	$ 1,671,510	$ 2,801,852	$ 307,493
Alberta Education Funded Student Enrolment*	7,811	140	4,003	406

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Calgary Girls' School Society	Calgary Roman Catholic Sep School Dist. # 1	Calgary School Dist. # 19	Calgary Science School Society
REVENUES				
Government of Alberta	$ 5,662,186	$ 408,977,698	$ 935,488,724	$ 5,705,205
Federal Government and/or First Nations	-	733,377	3,668,800	-
Other Alberta school authorities	-	476,613	833,727	-
Out of province authorities	-	-	338,256	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	52,870	2,015,421	7,492,970	262,140
Transportation fees	340,148	968,001	6,062,365	330,514
Other sales and services	132,287	3,135,154	24,027,694	66,395
Investment income	71,931	852,312	5,278,243	35,790
Gifts and donations	10,082	1,551,394	1,246,349	27,974
Rentals of facilities	9,500	1,877,932	7,710,226	3,111
Gross school generated funds	198,340	15,952,700	33,590,272	291,903
Gains on disposal of capital assets	-	13,488,726	49,283	-
Amortization of capital allocations	9,709	16,805,268	23,751,314	149,503
Other revenue	-	332,887	-	4,217
	6,482,053	466,767,483	1,049,538,223	6,876,812
EXPENSES				
Salaries, wages and benefits	3,611,756	347,869,390	801,226,832	3,798,057
Services, contracts and supplies	2,653,987	75,208,244	175,034,576	2,532,709
Gross school generated funds	196,617	15,952,700	33,590,272	291,903
Amortization	154,291	19,788,197	41,889,318	219,480
Debt Servicing	6,801	233,865	3,257,596	1,515
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	-
	6,623,431	459,051,996	1,054,998,544	6,843,664
Excess(deficiency) before extraordinary items	(141,378)	7,715,487	(5,460,321)	33,148
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (141,378)	$ 7,715,487	$ (5,460,321)	$ 33,148
Changes in Financial Position:				
Cash generated (used) by operations	$ (71,088)	$ 3,287,644	$ 23,200,386	$ 175,034
Cash generated (used) by investing activities	(53,533)	8,564,528	(30,710,503)	(32,114)
Cash generated (used) by financing activities	(66,513)	141,731	(23,724,227)	-
Net sources (uses) of cash equivalents during year	(191,145)	11,993,903	(31,234,344)	142,920
Cash equivalents at beginning of the year	3,986,454	36,501,248	82,308,794	1,734,142
Cash equivalents at end of the year	$ 3,795,309	$ 48,495,151	$ 51,074,450	$ 1,877,062
Alberta Education Funded Student Enrolment*	589	40,689	89,448	600

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Canadian Rockies Regional Div. # 12	CAPE Centre for Academic and Personal Excellence Institute	Cardiff Roman Catholic Sep. School Dist. # 684	Chinook's Edge School Div. # 73
REVENUES				
Government of Alberta	$ 19,774,329	$ 1,538,838	$ 417,268	$ 100,839,244
Federal Government and/or First Nations	2,920,094	-	-	363,898
Other Alberta school authorities	-	-	-	62,153
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	252,589
Instruction resource fees	308,870	73,550	-	1,123,767
Transportation fees	-	-	-	131,163
Other sales and services	276,002	25,081	-	547,280
Investment income	2,886	10,245	-	113,815
Gifts and donations	5,000	4,548	-	13,174
Rentals of facilities	135,224	-	-	272,650
Gross school generated funds	884,276	31,041	-	3,218,264
Gains on disposal of capital assets	-	-	-	385,669
Amortization of capital allocations	1,294,688	11,012	-	5,017,796
Other revenue	60	9,087	-	145,000
	25,611,388	1,703,402	417,268	112,485,962
EXPENSES				
Salaries, wages and benefits	19,967,681	1,088,316	-	84,253,976
Services, contracts and supplies	3,443,565	564,630	412,018	15,580,971
Gross school generated funds	884,276	31,041	-	3,218,264
Amortization	1,677,543	54,613	-	8,009,027
Debt Servicing	620,276	3,983	-	159,443
Losses on disposal of capital assets	-	-	-	456,086
Other expense	-	-	-	-
	26,603,341	1,743,583	412,018	111,677,767
Excess(deficiency) before extraordinary items	(991,953)	(40,181)	5,250	808,195
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (991,953)	$ (40,181)	$ 5,250	$ 808,195
Changes in Financial Position:				
Cash generated (used) by operations	$ 419,832	$ (13,835)	$ 73,423	$ 5,692,702
Cash generated (used) by investing activities	(553,610)	(16,216)	-	(6,127,782)
Cash generated (used) by financing activities	0	1,523	-	1,241,449
Net sources (uses) of cash equivalents during year	(133,777)	(28,528)	73,423	805,869
Cash equivalents at beginning of the year	(415,928)	64,299	37,279	7,981,438
Cash equivalents at end of the year	$ (549,705)	$ 35,771	$ 110,702	$ 8,787,307
Alberta Education Funded Student Enrolment*	1,609	99	57	9,436

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Christ the Redeemer Catholic Sep Regional Div # 3	Clearview School Div # 71	Cunningham Roman Catholic Sep School Dist # 704	East Central Alberta Catholic Sep Schools Regional Div # 16
REVENUES				
Government of Alberta	$ 68,672,928	$ 28,353,584	$ 96,753	$ 20,797,193
Federal Government and/or First Nations	170,312	2,018	-	-
Other Alberta school authorities	151,713	-	-	87,276
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	801,589	182,594	-	133,191
Transportation fees	-	170,117	-	11,762
Other sales and services	382,055	354,018	-	96,385
Investment income	64,760	84,092	-	68,722
Gifts and donations	169,416	22,810	-	20,000
Rentals of facilities	18,048	11,080	-	9,850
Gross school generated funds	1,827,690	664,883	-	638,781
Gains on disposal of capital assets	5,280	700	-	1,750
Amortization of capital allocations	3,869,574	1,293,639	-	601,085
Other revenue	219,825	-	-	17,365
	75,953,190	31,139,035	96,753	22,482,866
EXPENSES				
Salaries, wages and benefits	51,775,276	22,797,732	-	16,047,983
Services, contracts and supplies	15,660,796	5,844,295	89,301	4,137,988
Gross school generated funds	1,827,690	664,883	-	638,781
Amortization	4,474,980	1,881,476	-	921,673
Debt Servicing	314,569	172,244	-	-
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	-
	74,052,811	31,360,630	89,301	21,740,925
Excess(deficiency) before extraordinary items	1,900,379	(221,595)	7,452	741,941
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 1,900,379	$ (221,595)	$ 7,452	$ 741,941
Changes in Financial Position:				
Cash generated (used) by operations	$ 2,258,356	$ (916,080)	$ 33,341	$ 423,115
Cash generated (used) by investing activities	(6,098,502)	(1,845,683)	-	(876,121)
Cash generated (used) by financing activities	1,071,657	198,045	-	431,907
Net sources (uses) of cash equivalents during year	(2,768,490)	(2,563,698)	33,341	(21,099)
Cash equivalents at beginning of the year	10,039,869	7,881,888	-	5,556,790
Cash equivalents at end of the year	$ 7,271,379	$ 5,318,190	$ 33,341	$ 5,535,691
Alberta Education Funded Student Enrolment*	6,834	2,289	11	2,300

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	East Central Francophone Education Region # 3	Edmonton Catholic Sep School Dist. # 7	Edmonton School Dist. # 7	Elk Island Catholic Sep Regional Div. # 41
REVENUES				
Government of Alberta	$ 11,104,534	$ 316,922,734	$ 758,369,845	$ 52,304,197
Federal Government and/or First Nations	2,304	4,364,298	2,426,052	-
Other Alberta school authorities	-	203,199	3,734,108	50,942
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	64,626	10,126,882	4,033,039	340,470
Transportation fees	5,085	4,131,624	9,462,414	159,012
Other sales and services	-	1,424,229	20,289,570	593,938
Investment income	23,293	537,268	1,064,668	110,160
Gifts and donations	1,725	681,844	6,118,116	22,500
Rentals of facilities	650	2,843,746	5,193,466	99,654
Gross school generated funds	246,156	7,966,553	16,674,550	2,650,576
Gains on disposal of capital assets	-	1,391,160	-	2,850
Amortization of capital allocations	1,054,061	4,160,118	21,719,994	2,036,864
Other revenue	-	-	-	-
	12,502,434	354,753,655	849,085,822	58,371,163
EXPENSES				
Salaries, wages and benefits	8,143,824	263,034,471	673,254,702	45,791,701
Services, contracts and supplies	3,276,239	71,564,215	133,289,965	9,415,266
Gross school generated funds	246,156	7,966,553	16,674,550	2,650,576
Amortization	1,104,876	6,481,808	38,204,541	2,701,727
Debt Servicing	4,164	217,706	1,101,081	130,917
Losses on disposal of capital assets	3,431	23,243	4,604	-
Other expense	-	83,231	-	-
	12,778,690	349,371,227	862,529,443	60,690,187
Excess(deficiency) before extraordinary items	(276,256)	5,382,428	(13,443,621)	(2,319,024)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (276,256)	$ 5,382,428	$ (13,443,621)	$ (2,319,024)
Changes in Financial Position:				
Cash generated (used) by operations	$ 722,862	$ 5,569,544	$ (10,663,179)	$ (1,582,193)
Cash generated (used) by investing activities	(6,909,609)	(4,593,214)	(26,303,571)	(18,331,386)
Cash generated (used) by financing activities	5,705,153	854,197	4,310,957	17,753,544
Net sources (uses) of cash equivalents during year	(481,594)	1,830,527	(32,655,793)	(2,160,035)
Cash equivalents at beginning of the year	518,950	27,475,652	88,380,371	10,019,102
Cash equivalents at end of the year	$ 37,356	$ 29,306,179	$ 55,724,578	$ 7,859,067
Alberta Education Funded Student Enrolment*	499	28,596	69,615	4,873

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

	(in dollars)			
	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2	FFCA Charter School Society	Foothills School Div. # 38
REVENUES				
Government of Alberta	$ 153,733,070	$ 30,584,890	$ 27,183,822	$ 67,204,749
Federal Government and/or First Nations	10,229	35,565	-	301,161
Other Alberta school authorities	376,778	-	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	2,171,453	373,808	412,408	508,780
Transportation fees	562,546	12,055	1,139,219	32,112
Other sales and services	1,877,222	255,271	1,080	14,343
Investment income	287,657	73,385	183,029	91,884
Gifts and donations	13,438	24,702	1,040	-
Rentals of facilities	208,084	-	7,392	63,237
Gross school generated funds	7,289,103	1,392,481	807,496	3,392,831
Gains on disposal of capital assets	-	-	-	3,100
Amortization of capital allocations	2,747,204	2,071,524	299,678	2,686,548
Other revenue	-	-	-	485,143
	169,276,784	34,823,681	30,035,164	74,783,888
EXPENSES				
Salaries, wages and benefits	120,691,947	26,061,026	18,975,797	53,953,363
Services, contracts and supplies	36,087,983	4,669,538	8,420,048	11,871,686
Gross school generated funds	7,289,103	1,392,481	807,496	3,392,831
Amortization	4,368,336	2,573,394	1,457,397	3,880,294
Debt Servicing	290,361	188,630	91,758	150,882
Losses on disposal of capital assets	17,894	-	-	-
Other expense	-	-	-	-
	168,745,624	34,885,069	29,752,496	73,249,056
Excess(deficiency) before extraordinary items	531,160	(61,388)	282,668	1,534,832
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 531,160	$ (61,388)	$ 282,668	$ 1,534,832
Changes in Financial Position:				
Cash generated (used) by operations	$ (2,511,750)	$ 181,058	$ 1,648,202	$ 4,038,926
Cash generated (used) by investing activities	(5,269,779)	(201,870)	(773,015)	(3,003,953)
Cash generated (used) by financing activities	711,784	0	114,703	445,595
Net sources (uses) of cash equivalents during year	(7,069,745)	(20,812)	989,890	1,480,568
Cash equivalents at beginning of the year	25,699,762	5,388,685	3,309,650	8,078,784
Cash equivalents at end of the year	$ 18,630,017	$ 5,367,873	$ 4,299,540	$ 9,559,352
Alberta Education Funded Student Enrolment*	14,341	3,169	2,492	6,393

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Fort McMurray Public School Dist. # 2833	Fort McMurray Roman Catholic Sep. School Dist. # 32	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75
REVENUES				
Government of Alberta	$ 61,585,732	$ 50,046,306	$ 38,339,013	$ 59,148,751
Federal Government and/or First Nations	428,273	376,681	4,393,901	1,593,067
Other Alberta school authorities	-	-	168,495	5,746
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	70,000
Instruction resource fees	369,796	340,985	117,033	830,180
Transportation fees	359,923	250,849	-	77,292
Other sales and services	350,260	453,117	211,271	3,307,756
Investment income	226,022	192,636	56,595	95,152
Gifts and donations	187,063	349,170	450	11,524
Rentals of facilities	911,863	225,317	455,957	246,383
Gross school generated funds	2,475,334	1,764,596	990,664	3,482,580
Gains on disposal of capital assets	-	3,400	9,041	6,950
Amortization of capital allocations	2,575,006	1,306,843	2,147,790	2,237,461
Other revenue	-	37,219	-	53,840
	69,469,272	55,347,119	46,890,210	71,166,681
EXPENSES				
Salaries, wages and benefits	50,127,335	41,752,740	33,412,397	47,236,653
Services, contracts and supplies	13,319,783	8,948,055	8,929,406	14,329,848
Gross school generated funds	2,475,334	1,764,596	990,664	3,482,580
Amortization	3,249,226	2,799,143	3,426,203	2,987,787
Debt Servicing	18,871	77,702	78,547	229,238
Losses on disposal of capital assets	-	-	-	2,104
Other expense	-	-	-	61,378
	69,190,549	55,342,236	46,837,217	68,329,589
Excess(deficiency) before extraordinary items	278,723	4,883	52,993	2,837,092
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 278,723	$ 4,883	$ 52,993	$ 2,837,092
Changes in Financial Position:				
Cash generated (used) by operations	$ 298,492	$ 2,856,621	$ 1,267,957	$ 1,840,682
Cash generated (used) by investing activities	(13,130,349)	(18,609,016)	(3,714,309)	(4,671,997)
Cash generated (used) by financing activities	2,275,796	11,936,456	2,157,967	3,284,426
Net sources (uses) of cash equivalents during year	(10,556,062)	(3,815,939)	(288,385)	453,111
Cash equivalents at beginning of the year	27,025,521	18,692,292	7,056,208	8,332,405
Cash equivalents at end of the year	$ 16,469,459	$ 14,876,353	$ 6,767,823	$ 8,785,516
Alberta Education Funded Student Enrolment*	4,244	3,444	2,634	5,205

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

	(in dollars)			
	Grande Prairie Roman Catholic Sep School Dist. # 28	Grande Prairie School Dist. # 2357	Grande Yellowhead Public School Div. # 77	Grasslands Regional Div. # 6
REVENUES				
Government of Alberta	$ 36,656,713	$ 67,625,566	$ 52,052,614	$ 35,635,527
Federal Government and/or First Nations	6,000	-	248,535	640,393
Other Alberta school authorities	-	407,507	42,341	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	138,565	1,172,778	378,656	275,370
Transportation fees	-	-	37,056	5,400
Other sales and services	363,890	1,081,342	326,212	274,200
Investment income	78,965	77,231	166,651	107,494
Gifts and donations	-	254,785	75,400	22,232
Rentals of facilities	180,096	67,762	15,368	82,180
Gross school generated funds	1,520,681	2,626,642	1,885,157	1,315,569
Gains on disposal of capital assets	-	-	8,396	1,780
Amortization of capital allocations	2,488,200	3,863,527	1,577,672	808,864
Other revenue	-	-	9,043	-
	41,432,110	77,177,140	56,823,061	39,169,009
EXPENSES				
Salaries, wages and benefits	29,324,902	54,876,021	38,709,262	30,757,390
Services, contracts and supplies	6,812,753	14,091,834	12,842,461	6,207,697
Gross school generated funds	1,520,681	2,626,642	1,885,157	1,315,569
Amortization	2,749,547	3,943,128	2,947,646	1,242,904
Debt Servicing	155,178	343,608	70,621	334,822
Losses on disposal of capital assets	-	174	-	61,956
Other expense	-	-	-	-
	40,563,061	75,881,407	56,455,147	39,920,338
Excess(deficiency) before extraordinary items	869,049	1,295,733	367,914	(751,329)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 869,049	$ 1,295,733	$ 367,914	$ (751,329)
Changes in Financial Position:				
Cash generated (used) by operations	$ 1,176,909	$ (1,037,645)	$ 1,148,822	$ 1,072,004
Cash generated (used) by investing activities	(10,906,551)	(763,221)	(1,244,181)	(2,950,630)
Cash generated (used) by financing activities	9,541,018	730,064	(19,163)	3,405,952
Net sources (uses) of cash equivalents during year	(188,624)	(1,070,802)	(114,522)	1,527,326
Cash equivalents at beginning of the year	4,689,198	4,215,432	11,332,278	6,512,307
Cash equivalents at end of the year	$ 4,500,574	$ 3,144,630	$ 11,217,756	$ 8,039,633
Alberta Education Funded Student Enrolment*	3,248	5,690	4,195	2,798

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Greater North Central Francophone Education Region # 2	Greater Southern Public Francophone Education Region # 4	Greater Southern Sep. Catholic Francophone Education Region # 4	Greater St. Albert Catholic Regional Div. # 29
REVENUES				
Government of Alberta	$ 34,900,516	$ 18,502,790	$ 11,384,053	$ 60,543,541
Federal Government and/or First Nations	1,326,025	-	27,848	226,204
Other Alberta school authorities	256,487	52,778	-	474,522
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	177,409	68,664	2,481	1,066,936
Transportation fees	-	-	-	486,634
Other sales and services	31,337	91,440	84,552	422,638
Investment income	54,490	26,200	11,107	35,332
Gifts and donations	6,673	53,319	-	400
Rentals of facilities	126,041	-	2,515	104,426
Gross school generated funds	783,313	186,070	271,119	2,838,058
Gains on disposal of capital assets	-	-	-	-
Amortization of capital allocations	1,474,509	929,010	487,866	1,785,979
Other revenue	-	46,191	-	-
	39,136,800	19,956,462	12,271,541	67,984,670
EXPENSES				
Salaries, wages and benefits	24,456,499	12,665,361	8,022,282	50,563,575
Services, contracts and supplies	12,411,872	6,126,927	3,770,700	13,178,095
Gross school generated funds	783,313	186,070	271,119	2,838,058
Amortization	1,827,539	1,012,218	782,885	2,212,220
Debt Servicing	2,110	1,731	-	581,080
Losses on disposal of capital assets	-	-	-	-
Other expense	4,877	-	-	-
	39,485,210	19,992,307	12,796,986	69,373,028
Excess(deficiency) before extraordinary items	(348,410)	(35,845)	(525,445)	(1,388,358)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (348,410)	$ (35,845)	$ (525,445)	$ (1,388,358)
Changes in Financial Position				
Cash generated (used) by operations	$ 850,140	$ 844,830	$ 164,646	$ (1,828,777)
Cash generated (used) by investing activities	(692,619)	(2,491,498)	(416,595)	(310,931)
Cash generated (used) by financing activities	-	828,016	155,864	-
Net sources (uses) of cash equivalents during year	157,521	(818,652)	(96,085)	(2,139,708)
Cash equivalents at beginning of the year	2,676,256	3,040,558	1,758,605	2,833,166
Cash equivalents at end of the year	$ 2,833,777	$ 2,221,906	$ 1,662,520	$ 693,458
Alberta Education Funded Student Enrolment*	2,043	989	661	5,468

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

	(in dollars)			
	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37	Holy Spirit Roman Catholic Sep Regional Div. # 4	Horizon School Div. # 67
REVENUES				
Government of Alberta	$ 36,435,894	$ 23,565,523	$ 44,051,106	$ 39,052,304
Federal Government and/or First Nations	2,774,642	2,749,923	1,142,381	-
Other Alberta school authorities	341,386	86,799	-	17,792
Out of province authorities	-	-	-	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	195,413	49,604	311,945	331,317
Transportation fees	192,245	-	43,265	-
Other sales and services	383,787	71,805	325,634	543,135
Investment income	177,407	111,126	51,832	255,196
Gifts and donations	-	9,891	51,803	19,088
Rentals of facilities	23,227	14,303	-	17,700
Gross school generated funds	801,263	681,780	1,634,003	3,305,674
Gains on disposal of capital assets	132,332	-	4,686	4,690
Amortization of capital allocations	830,796	1,216,029	2,445,346	659,502
Other revenue	138,715	12,772	2,614	44,916
	42,427,207	28,569,555	50,064,615	44,251,314
EXPENSES				
Salaries, wages and benefits	30,445,327	20,500,398	36,384,556	29,482,577
Services, contracts and supplies	7,709,568	4,181,118	7,352,774	9,452,815
Gross school generated funds	801,263	681,780	1,634,003	3,305,674
Amortization	1,646,744	1,908,186	2,845,646	1,111,666
Debt Servicing	4,986	144,960	54,280	29,043
Losses on disposal of capital assets	-	-	-	6,868
Other expense	-	-	-	-
	40,607,888	27,416,442	48,271,259	43,388,643
Excess(deficiency) before extraordinary item	1,819,319	1,143,113	1,793,356	862,671
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 1,819,319	$ 1,143,113	$ 1,793,356	$ 862,671
Changes in Financial Position:				
Cash generated (used) by operations	$ 1,246,552	$ 844,676	$ 2,201,924	$ (428,270)
Cash generated (used) by investing activities	(2,049,233)	(957,886)	(1,756,446)	(9,581,988)
Cash generated (used) by financing activities	516,150	103,740	72,433	9,980,639
Net sources (uses) of cash equivalents during year	(286,531)	(9,470)	517,911	(29,619)
Cash equivalents at beginning of the year	16,547,702	8,725,883	4,021,008	11,180,527
Cash equivalents at end of the year	$ 16,261,171	$ 8,716,413	$ 4,538,919	$ 11,150,908
Alberta Education Funded Student Enrolment*	2,646	1,785	3,656	3,110

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Lakeland Roman Catholic Sep School Dist. # 150	Lethbridge School Dist. # 51	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68
REVENUES				
Government of Alberta	$ 19,977,697	$ 78,060,057	$ 16,583,562	$ 41,704,255
Federal Government and/or First Nations	909,861	288,542	70,791	2,904,152
Other Alberta school authorities	-	66,661	-	-
Out of province authorities	13,500	-	-	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	34,402	513,419	-	156,639
Transportation fees	-	-	13,752	-
Other sales and services	105,020	1,178,193	17,587	1,217,046
Investment income	48,938	99,458	29,516	207,629
Gifts and donations	25,471	-	-	-
Rentals of facilities	-	9,000	-	63,136
Gross school generated funds	810,494	4,246,424	971,750	1,213,944
Gains on disposal of capital assets	5,238	-	-	2,060
Amortization of capital allocations	1,613,608	3,046,861	1,174,678	1,739,669
Other revenue	-	-	-	-
	23,543,229	87,478,615	18,861,636	49,208,530
EXPENSES				
Salaries, wages and benefits	16,002,486	67,680,678	13,930,609	33,431,765
Services, contracts and supplies	4,403,440	10,391,482	2,970,961	12,196,846
Gross school generated funds	810,494	4,246,424	971,750	1,213,944
Amortization	2,251,173	3,214,826	1,399,801	2,280,901
Debt Servicing	52,203	315,253	163,700	83,272
Losses on disposal of capital assets	-	-	-	11,958
Other expense	-	-	-	-
	23,519,796	85,848,663	19,436,821	49,218,686
Excess(deficiency) before extraordinary items	23,433	1,629,952	(575,195)	(10,156)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 23,433	$ 1,629,952	$ (575,195)	$ (10,156)
Changes in Financial Position				
Cash generated (used) by operations	$ (2,145,421)	$ (653,423)	$ 718,663	$ (840,422)
Cash generated (used) by investing activities	(3,965,422)	(3,735,159)	(4,915,640)	(1,137,299)
Cash generated (used) by financing activities	1,760,065	2,380,070	2,132,700	45,337
Net sources (uses) of cash equivalents during year	(4,350,778)	(1,998,512)	(2,064,277)	(1,932,384)
Cash equivalents at beginning of the year	7,683,280	9,561,380	8,841,931	8,967,218
Cash equivalents at end of the year	$ 3,332,502	$ 7,562,868	$ 6,777,654	$ 7,034,834
Alberta Education Funded Student Enrolment*	1,581	7,363	1,466	3,211

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Medicine Hat Catholic Sep Regional Div # 20	Medicine Hat School Dist # 76	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
REVENUES				
Government of Alberta	$ 28,634,288	$ 65,458,962	$ 1,121,408	$ 1,776,400
Federal Government and/or First Nations	-	-	1,266,985	-
Other Alberta school authorities	-	-	750	-
Out of province authorities	-	-	-	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	463,211	612,075	-	20,421
Transportation fees	-	-	-	-
Other sales and services	258,866	1,424,985	6,191	14,746
Investment income	43,388	130,695	6,564	8,469
Gifts and donations	23,065	176,026	69,878	520
Rentals of facilities	256,333	146,091	13,798	-
Gross school generated funds	919,460	3,077,739	24,754	13,613
Gains on disposal of capital assets	350	-	-	-
Amortization of capital allocations	710,699	1,031,462	-	60,663
Other revenue	140,428	-	37,650	-
	31,450,088	72,008,035	2,547,968	1,894,832
EXPENSES				
Salaries, wages and benefits	23,856,394	53,267,721	1,229,417	1,195,966
Services, contracts and supplies	5,619,723	12,360,471	995,885	523,086
Gross school generated funds	919,460	3,077,739	24,754	13,613
Amortization	1,005,777	1,818,183	76,023	65,712
Debt Servicing	69,307	162,092	1,630	903
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	-
	31,470,661	70,676,206	2,327,709	1,799,280
Excess(deficiency) before extraordinary items	(20,573)	1,331,829	220,259	95,552
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (20,573)	$ 1,331,829	$ 220,259	$ 95,552
Changes in Financial Position:				
Cash generated (used) by operations	$ 148,859	$ 290,510	$ 485,731	$ 87,930
Cash generated (used) by investing activities	(737,279)	(2,287,586)	-	-
Cash generated (used) by financing activities	28,403	1,192,056	-	-
Net sources (uses) of cash equivalents during year	(560,017)	(805,021)	485,731	87,930
Cash equivalents at beginning of the year	2,454,680	9,786,808	401,584	700,012
Cash equivalents at end of the year	$ 1,894,663	$ 8,981,787	$ 887,315	$ 787,942
Alberta Education Funded Student Enrolment*	2,417	5,568	20	161

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Northern Gateway Regional Div. # 10	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1
REVENUES				
Government of Alberta	$ 54,998,212	$ 63,324,284	$ 31,863,125	$ 6,265,944
Federal Government and/or First Nations	2,306,295	2,673,589	20,034,181	30,761
Other Alberta school authorities	-	-	25,000	-
Out of province authorities	-	-	-	-
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	373,955	73,240	-	14,722
Transportation fees	32,463	116,562	-	-
Other sales and services	57,611	809,578	1,478,867	14,483
Investment income	119,700	128,040	9,609	15,133
Gifts and donations	10,000	141,428	45,475	-
Rentals of facilities	-	29,831	1,026,831	5,627
Gross school generated funds	1,911,923	2,009,695	726,728	263,597
Gains on disposal of capital assets	2,894	58,401	8,021	1,125
Amortization of capital allocations	2,138,589	2,686,207	3,046,596	568,503
Other revenue	-	-	-	-
	61,951,642	72,050,845	58,264,434	7,179,903
EXPENSES				
Salaries, wages and benefits	40,443,254	48,851,919	40,918,712	4,231,888
Services, contracts and supplies	14,411,268	16,825,179	14,711,489	2,283,342
Gross school generated funds	1,911,923	2,009,695	726,728	263,597
Amortization	2,926,200	3,627,923	4,106,138	617,502
Debt Servicing	397,477	413,005	87,639	1,454
Losses on disposal of capital assets	485	-	7,000	-
Other expense	-	(299,019)	-	-
	60,090,607	71,428,702	60,567,707	7,397,783
Income(deficiency) before extraordinary items	1,861,035	622,143	(2,303,274)	(217,880)
Extraordinary item	-	-	(175,916)	-
Excess(Deficiency) of revenues over expenses	$ 1,861,035	$ 622,143	$ (2,469,189)	$ (217,880)
Changes in Financial Position:				
Cash generated (used) by operations	$ 3,221,547	$ 683,994	$ (5,666,456)	$ (140,186)
Cash generated (used) by investing activities	(10,954,523)	(3,033,589)	(5,764,857)	(347,835)
Cash generated (used) by financing activities	3,493,052	979,256	1,632,500	131,604
Net sources (uses) of cash equivalents during year	(4,239,924)	(2,170,339)	(9,798,812)	(364,417)
Cash equivalents at beginning of the year	16,085,895	7,315,824	11,012,245	2,258,178
Cash equivalents at end of the year	$ 11,845,971	$ 5,145,485	$ 1,213,433	$ 1,893,761
Alberta Education Funded Student Enrolment*	4,471	4,828	1,400	282

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Pallisers Regional Div. # 26	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76
REVENUES				
Government of Alberta	$ 64,959,220	$ 88,674,521	$ 39,263,612	$ 60,130,175
Federal Government and/or First Nations	500,880	1,747,282	218,218	1,356,898
Other Alberta school authorities	108,125	57,372	-	628,031
Out of province authorities	-	5,472	-	374,786
Alberta Municipalities special tax levies	-	-	-	-
Instruction resource fees	367,044	1,391,873	220,056	505,438
Transportation fees	92,909	424,566	38,908	-
Other sales and services	955,000	737,057	234,778	621,954
Investment income	65,325	160,365	258,011	200,899
Gifts and donations	12,496	-	76,501	80,823
Rentals of facilities	339,422	28,284	148,492	312,045
Gross school generated funds	2,521,088	2,873,137	1,010,483	1,982,530
Gains on disposal of capital assets	30,000	30,740	17,788	95,408
Amortization of capital allocations	811,116	3,839,757	2,090,274	2,749,431
Other revenue	933	-	505,494	269,765
	70,763,558	99,970,426	44,082,615	69,308,193
EXPENSES				
Salaries, wages and benefits	53,225,175	70,948,522	30,030,091	47,687,545
Services, contracts and supplies	11,314,060	21,533,635	8,995,897	14,394,566
Gross school generated funds	2,521,088	2,873,137	1,010,483	1,982,530
Amortization	1,804,114	4,842,439	2,957,429	4,149,674
Debt Servicing	222,081	97,146	227,381	313,872
Losses on disposal of capital assets	-	1,725	21,098	-
Other expense	-	-	-	-
	69,086,518	100,296,604	43,242,379	68,528,187
Excess(deficiency) before extraordinary items	1,677,040	(326,178)	840,236	870,006
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 1,677,040	$ (326,178)	$ 840,236	$ 870,006
Changes in Financial Position:				
Cash generated (used) by operations	$ 2,960,791	$ 2,341,111	$ 2,475,703	$ 730,149
Cash generated (used) by investing activities	(2,346,421)	(1,541,549)	(654,973)	(1,725,998)
Cash generated (used) by financing activities	288,731	433,700	(8,314)	1,721,943
Net sources (uses) of cash equivalents during year	903,102	1,233,262	1,812,416	726,094
Cash equivalents at beginning of the year	4,607,088	12,141,093	12,885,280	6,167,992
Cash equivalents at end of the year	$ 5,510,190	$ 13,374,355	$ 14,697,696	$ 6,894,086
Alberta Education Funded Student Enrolment*	5,643	8,012	2,773	4,715

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Pembina Hills Regional Div # 7	Prairie Land Regional Div # 25	Prairie Rose School Div # 8	Red Deer Catholic Regional Div # 39
REVENUES				
Government of Alberta	$ 47,710,711	$ 21,075,778	$ 44,061,911	$ 64,012,563
Federal Government and/or First Nations	-	-	218,655	8,316
Other Alberta school authorities	57,354	40,054	23,872	48,324
Out of province authorities	-	-	137,893	255,624
Alberta Municipalities-special tax levies	-	111,664	-	-
Instruction resource fees	350,205	121,275	310,804	488,116
Transportation fees	214,089	-	-	257,597
Other sales and services	528,356	11,672	103,132	485,907
Investment income	180,715	142,746	92,089	164,594
Gifts and donations	69,607	1,200	132,050	-
Rentals of facilities	93,649	116,034	52,461	110,240
Gross school generated funds	1,916,383	401,220	1,315,136	2,087,894
Gains on disposal of capital assets	2,745	-	141,306	5,000
Amortization of capital allocations	1,025,624	886,559	1,026,811	2,884,223
Other revenue	-	-	319,594	-
	52,149,438	22,908,202	47,936,324	70,808,498
EXPENSES				
Salaries, wages and benefits	36,046,298	17,589,812	32,642,495	51,937,615
Services, contracts and supplies	10,502,962	3,710,732	12,118,155	12,774,142
Gross school generated funds	1,916,383	401,220	1,315,136	2,087,894
Amortization	1,654,936	1,374,567	1,718,662	3,718,726
Debt Servicing	340,658	71,131	103,836	245,806
Losses on disposal of capital assets	-	-	5,400	-
Other expense	-	-	-	1,570
	50,461,236	23,147,452	47,903,684	70,765,853
Excess(deficiency) before extraordinary items	1,688,202	(239,250)	32,640	42,645
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 1,688,202	$ (239,250)	$ 32,640	$ 42,645
Changes in Financial Position:				
Cash generated (used) by operations	$ 3,303,754	$ (304,000)	$ 1,379,611	$ 2,482,006
Cash generated (used) by investing activities	(197,348)	(544,502)	(470,626)	(5,353,257)
Cash generated (used) by financing activities	-	96,113	216,126	3,117,001
Net sources (uses) of cash equivalents during year	3,106,406	(752,419)	1,175,111	245,750
Cash equivalents at beginning of the year	3,225,671	6,573,678	4,234,983	9,817,298
Cash equivalents at end of the year	$ 6,332,077	$ 5,821,259	$ 5,410,094	$ 10,063,048
Alberta Education Funded Student Enrolment*	5,013	1,326	3,126	5,684

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Red Deer Public School Dist. # 104	Rocky View School Div. # 41	St. Albert Protestant Sep. School Dist. # 6	St. Paul Education Regional Div. # 1
REVENUES				
Government of Alberta	$ 91,376,230	$ 155,045,922	$ 58,919,059	$ 34,703,427
Federal Government and/or First Nations	247,703	1,066,113	-	11,966,539
Other Alberta school authorities	379,300	711,642	291,570	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	1,458,254	2,686,453	780,912	227,977
Transportation fees	226,933	1,114,211	365,707	40,679
Other sales and services	2,714,419	2,528,882	1,391,775	481,622
Investment income	212,802	248,012	146,564	83,490
Gifts and donations	54,737	20,127	180,121	40,054
Rentals of facilities	112,800	696,986	65,833	84,515
Gross school generated funds	2,879,346	6,194,573	1,971,689	1,270,906
Gains on disposal of capital assets	4,965	14,593	840,000	260,483
Amortization of capital allocations	3,734,483	6,212,542	1,516,470	1,572,637
Other revenue	85,948	-	-	-
	103,487,920	176,540,056	66,469,700	50,732,329
EXPENSES				
Salaries, wages and benefits	75,677,557	127,217,736	49,063,435	38,887,059
Services, contracts and supplies	20,137,470	34,175,483	11,336,707	8,272,942
Gross school generated funds	2,879,346	6,194,573	1,971,689	1,270,906
Amortization	5,198,331	7,734,042	2,188,117	2,141,803
Debt Servicing	398,027	681,480	395,008	75,535
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	-	-
	104,290,731	176,003,314	64,954,956	50,648,245
Excess(deficiency) before extraordinary items	(802,811)	536,742	1,514,744	84,084
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ (802,811)	$ 536,742	$ 1,514,744	$ 84,084
Changes in Financial Position:				
Cash generated (used) by operations	$ (569,131)	$ 5,452,318	$ 3,069,721	$ (419,730)
Cash generated (used) by investing activities	(7,281,048)	(16,935,517)	(373,531)	(249,528)
Cash generated (used) by financing activities	636,145	9,247,052	153,689	93,339
Net sources (uses) of cash equivalents during year	(7,214,035)	(7,236,147)	2,849,895	(575,919)
Cash equivalents at beginning of the year	13,049,182	18,268,403	9,203,451	4,777,331
Cash equivalents at end of the year	$ 5,835,147	$ 16,032,256	$ 12,053,346	$ 4,201,412
Alberta Education Funded Student Enrolment*	8,538	15,239	5,906	2,618

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	St. Thomas Aquinas Roman Catholic Sep Regional Div. # 38	Sturgeon School Div. # 24	Suzuki Charter School Society	Valhalla School Foundation
REVENUES				
Government of Alberta	$ 25,970,677	$ 49,381,419	$ 2,644,145	$ 1,253,972
Federal Government and/or First Nations	1,396,090	298,778	-	-
Other Alberta school authorities	60,578	-	-	-
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-
Instruction resource fees	220,589	208,803	46,677	-
Transportation fees	28,819	-	-	-
Other sales and services	944,683	949,426	175,237	-
Investment income	37,984	62,324	954	51
Gifts and donations	34,822	1,600	56,437	35,433
Rentals of facilities	62,989	-	54,216	-
Gross school generated funds	775,248	1,417,886	179,766	32,265
Gains on disposal of capital assets	-	9,340	-	-
Amortization of capital allocations	2,176,738	1,358,092	39,410	8,037
Other revenue	-	-	607,455	-
	31,709,237	53,687,668	3,803,297	1,329,758
EXPENSES				
Salaries, wages and benefits	20,643,853	40,135,088	1,868,479	759,183
Services, contracts and supplies	7,333,259	10,924,354	1,022,034	471,719
Gross school generated funds	775,248	1,417,886	179,766	32,265
Amortization	2,337,186	1,527,098	71,900	11,835
Debt Servicing	187,712	81,550	941	459
Losses on disposal of capital assets	-	-	654,188	-
Other expense	-	-	-	-
	31,277,258	54,085,986	3,797,308	1,275,461
Excess(deficiency) before extraordinary items	431,979	(398,318)	5,989	54,297
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 431,979	$ (398,318)	$ 5,989	$ 54,297
Changes in Financial Position:				
Cash generated (used) by operations	$ 74,223	$ (2,199,414)	$ 39,578	$ 21,815
Cash generated (used) by investing activities	(720,648)	(1,291,804)	(481,078)	(62,411)
Cash generated (used) by financing activities	418,799	447,574	214,296	63,021
Net sources (uses) of cash equivalents during year	(227,626)	(3,043,644)	(227,204)	22,425
Cash equivalents at beginning of the year	3,153,257	7,156,517	458,964	(4,390)
Cash equivalents at end of the year	$ 2,925,631	$ 4,112,873	$ 231,760	$ 18,035
Alberta Education Funded Student Enrolment*	2,067	3,455	210	83

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Westmount Charter School Society	Westwind School Div. # 74	Wetaskiwin Regional Div. # 11	Wild Rose School Div. # 66
REVENUES				
Government of Alberta	$ 12,269,117	$ 39,380,551	$ 42,048,540	$ 53,665,888
Federal Government and/or First Nations	-	4,253,857	4,204,221	98,221
Other Alberta school authorities	-	-	12,821	85,544
Out of province authorities	-	-	-	-
Alberta Municipalities-special tax levies	-	66,544	-	-
Instruction resource fees	329,367	154,476	302,435	851,501
Transportation fees	262,787	74,237	24,942	-
Other sales and services	45,660	482,686	425,315	304,108
Investment income	15,744	189,778	110,517	118,570
Gifts and donations	140,970	32,977	44,365	201,419
Rentals of facilities	3,000	590	25,855	43,102
Gross school generated funds	572,484	1,224,366	1,339,806	2,005,506
Gains on disposal of capital assets	-	1,700	2,500	8,945
Amortization of capital allocations	-	1,594,784	1,515,655	2,434,915
Other revenue	29,268	58,880	5,060	-
	13,668,397	47,515,426	50,062,032	59,817,669
EXPENSES				
Salaries, wages and benefits	7,953,707	36,060,896	37,885,253	44,787,100
Services, contracts and supplies	5,136,408	6,377,490	7,978,976	10,273,526
Gross school generated funds	572,484	1,224,366	1,328,016	2,005,506
Amortization	-	2,143,903	1,954,854	3,791,003
Debt Servicing	-	195,761	222,728	205,486
Losses on disposal of capital assets	-	-	-	-
Other expense	-	-	16,965	-
	13,662,599	46,002,416	49,386,794	61,062,621
Excess(deficiency) before extraordinary items	5,798	1,513,010	675,238	(1,244,952)
Extraordinary item	-	-	-	-
Excess(Deficiency) of revenues over expenses	$ 5,798	$ 1,513,010	$ 675,238	$ (1,244,952)
Changes in Financial Position:				
Cash generated (used) by operations	$ 148,339	$ 2,467,202	$ 505,992	$ 1,551,216
Cash generated (used) by investing activities	-	(1,279,668)	(2,564,492)	(1,669,310)
Cash generated (used) by financing activities	-	-	169,462	1,050,305
Net sources (uses) of cash equivalents during year	148,339	1,187,534	(1,889,038)	932,211
Cash equivalents at beginning of the year	1,159,102	259,768	15,870,556	10,679,115
Cash equivalents at end of the year	$ 1,307,441	$ 1,447,302	$ 13,981,518	$ 11,611,326
Alberta Education Funded Student Enrolment*	1,036	3,228	3,015	4,558

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Statements of Operations and Changes in Financial Position

For the year ended August 31, 2011

(in dollars)

	Wolf Creek School Div. # 72	2011 Actual Totals	2011 Budget Totals	2010 Actual Totals (As restated)
REVENUES				
Government of Alberta	$ 68,617,555	$ 5,415,817,832	$ 5,353,616,425	$ 5,243,084,642
Federal Government and/or First Nations	2,338,765	92,734,797	91,046,244	91,931,082
Other Alberta school authorities	12,500	10,471,759	9,547,768	9,983,140
Out of province authorities	-	1,155,166	862,694	949,404
Alberta Municipalities-special tax levies	-	500,797	421,804	1,009,939
Instruction resource fees	1,092,515	53,369,485	46,755,625	51,023,684
Transportation fees	215,910	29,108,661	29,851,939	27,323,528
Other sales and services	739,744	85,979,696	75,550,104	86,368,530
Investment income	131,314	14,703,404	7,776,301	10,347,258
Gifts and donations	91,695	12,889,717	6,855,007	12,556,296
Rentals of facilities	23,890	25,088,490	21,689,164	23,481,082
Gross school generated funds	1,560,772	185,329,505	146,694,956	179,341,420
Gains on disposal of capital assets	52,523	17,213,173	817,500	9,689,263
Amortization of capital allocations	2,611,897	182,388,515	166,985,390	151,489,711
Other revenue	7,036,407	10,710,689	2,044,851	4,063,848
	84,525,487	6,137,461,686	5,960,515,772	5,902,642,827
EXPENSES				
Salaries, wages and benefits	58,757,549	4,529,672,420	4,465,414,926	4,392,419,363
Services, contracts and supplies	11,954,008	1,117,051,934	1,165,682,493	1,092,481,254
Gross school generated funds	1,560,772	185,315,993	145,834,154	179,349,110
Amortization	3,520,955	266,727,362	249,755,882	231,785,822
Debt Servicing	173,074	16,169,053	21,314,556	18,767,024
Losses on disposal of capital assets	-	1,278,214	330	385,777
Other expense	7,041,407	7,059,382	-	536,882
	83,007,765	6,123,274,357	6,048,002,342	5,915,725,232
Excess(deficiency) before extraordinary items	1,517,722	14,187,329	(87,486,569)	(13,082,405)
Extraordinary item	-	(175,916)	-	-
Excess(Deficiency) of revenues over expenses	$ 1,517,722	$ 14,011,413	$ (87,486,569)	$ (13,082,405)
Changes in Financial Position:				
Cash generated (used) by operations	$ 3,178,426	$ 67,002,541		$ 28,953,535
Cash generated (used) by investing activities	(6,410,248)	(280,517,340)		(647,774,036)
Cash generated (used) by financing activities	663,921	93,061,289		365,531,111
Net sources (uses) of cash equivalents during year	(2,567,901)	(120,453,509)		(253,289,390)
Cash equivalents at beginning of the year	18,214,628	750,683,958		1,003,973,348
Cash equivalents at end of the year	$ 15,646,727	$ 630,230,448		$ 750,683,958
Alberta Education Funded Student Enrolment*	6,066			

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment

Summary of Significant Accounting Policies

School jurisdictions prepare their financial statements in accordance with generally accepted accounting principles for not-for-profit organizations. The following are significant accounting policies followed by these entities:

- Revenues and expenses are recognized on an accrual basis.
- Revenues for the provision of goods and services are recognized in the period in which the goods are provided or the services rendered.
- Unrestricted contributions are recognized as revenues when received or receivable.
- Once capital grants are invested in capital assets, expended amounts are recorded as unamortized capital allocations. Unamortized capital allocations are recognized as revenue in the period in which the related amortization expense of the funded capital asset is recorded.
- Externally restricted non-capital contributions are deferred and recognized as revenue in the period in which the related expenses are incurred.
- Contributions for capital assets that will not be amortized, such as land, are recorded as direct increases to net assets in the period the assets are acquired.
- Capital asset additions are recorded at cost and amortized based on amortization policies set by school jurisdictions.
- Donated assets are recorded at fair value where fair value can be reasonably determined.
- Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis or weighted average cost.
- Investments are recorded at market value.

Disclosure of Salaries and Benefits for Superintendent Positions

For the year ended August 31, 2011

(in dollars)

School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Aspen View Regional Division No. 19	145,104	13,266	-	158,370
Battle River Regional Division No. 31	187,765	19,746	-	207,511
Black Gold Regional Division No. 18	173,730	29,313	-	203,043
Buffalo Trail Public Schools Regional Division No. 28	161,446	18,873	-	180,319
Calgary Roman Catholic Separate School District No. 1	227,228	87,016	-	314,244
Calgary School District No. 19	263,825	64,957	-	328,782
Canadian Rockies Regional Division No. 12	265,267	12,179	22,359	299,805
Cardiff Roman Catholic Separate School District No. 684	2,625	-	-	2,625
Chinook's Edge School Division No. 73	184,066	32,541	-	216,607
Christ the Redeemer Catholic Separate Regional Division No. 3	170,522	22,626	-	193,148
Clearview School Division No. 71	153,743	11,689	-	165,432
Cunningham Roman Catholic Separate School District No. 704	3,000	-	-	3,000
East Central Alberta Catholic Separate Schools Regional Division No. 16	149,441	18,343	-	167,784
East Central Francophone Education Region No. 3	158,627	11,671	-	170,298
Edmonton Catholic Separate School District No. 7	263,422	13,222	-	276,644
Edmonton School District No. 7	228,075	37,722	-	265,797
Elk Island Catholic Separate Regional Division No. 41	183,706	29,226	-	212,932
Elk Island Public Schools Regional Division No. 14	195,730	13,672	-	209,402
Evergreen Catholic Separate Regional Division No. 2	149,294	16,148	-	165,442
Foothills School Division No. 38	174,000	11,357	-	185,357
Fort McMurray Public School District No. 2833	206,724	52,206	21,000	279,930
Fort McMurray Roman Catholic Separate School District No. 32	177,317	6,288	4,945	188,550
Fort Vermilion School Division No. 52	181,160	19,384	-	200,544
Golden Hills School Division No. 75	207,476	14,023	-	221,499
Grande Prairie Roman Catholic Separate School District No. 28	160,392	17,959	-	178,351
Grande Prairie School District No. 2357	150,447	12,079	-	162,526
Grande Yellowhead Public School Division No. 77	180,197	18,364	-	198,561
Grasslands Regional Division No. 6	154,000	12,951	-	166,951
Greater North Central Francophone Education Region No. 2	185,155	23,042	-	208,197
Greater Southern Public Francophone Education Region No. 4	86,937	6,358	25,000	118,295
Greater Southern Separate Catholic Francophone Education Region No. 4	86,725	6,359	-	93,084
Greater St. Albert Catholic Regional Division No. 29	161,333	22,096	-	183,429
High Prairie School Division No. 48	171,951	12,812	-	184,763
Holy Family Catholic Separate Regional Division No. 37	165,501	18,138	-	183,639
Holy Spirit Roman Catholic Separate Regional Division No. 4	164,000	25,008	-	189,008
Horizon School Division No. 67	154,180	23,525	-	177,705
Lakeland Roman Catholic Separate School District No. 150	225,356	10,642	8,492	244,490
Lethbridge School District No. 51	177,995	17,125	-	195,120
Living Waters Catholic Regional Division No. 42	161,101	9,087	-	170,188
Livingstone Range School Division No. 68	152,860	21,119	-	173,979
Medicine Hat Catholic Separate Regional Division No. 20	161,942	14,056	-	175,998
Medicine Hat School District No. 76	173,775	34,090	-	207,865
Northern Gateway Regional Division No. 10	187,136	12,636	5,823	205,595
Northern Lights School Division No. 69	158,551	24,545	-	183,096
Northland School Division No. 61	170,000	16,916	-	186,916
Northwest Francophone Education Region No. 1	139,870	15,126	-	154,996
Palliser Regional Division No. 26	176,989	12,600	-	189,589
Parkland School Division No. 70	190,673	17,573	-	208,246
Peace River School Division No. 10	156,850	17,928	-	174,778
Peace Wapiti School Division No. 76	157,958	18,855	-	176,813
Pembina Hills Regional Division No. 7	165,799	11,289	-	177,088
Prairie Land Regional Division No. 25	154,287	15,858	-	170,145
Prairie Rose School Division No. 8	153,212	12,024	-	165,236
Red Deer Catholic Regional Division No. 39	177,069	47,887	40,155	265,111
Red Deer Public School District No. 104	173,084	18,214	-	191,298
Rocky View School Division No. 41	224,056	29,896	-	253,952
St. Albert Protestant Separate School District No. 6	174,000	11,614	-	185,614

Disclosure of Salaries and Benefits for Superintendent Positions (continued)

For the year ended August 31, 2011

(in dollars)

School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
St. Paul Education Regional Division No. 1	154,500	17,605	-	172,105
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	169,396	11,618	-	181,014
Sturgeon School Division No. 24	171,500	17,623	-	189,123
Westwind Regional Division No. 74	155,000	12,234	-	167,234
Wetaskiwin Regional Division No. 11	153,691	21,456	-	175,147
Wild Rose School Division No. 66	160,000	20,897	-	180,897
Wolf Creek School Division No. 72	176,741	12,446	-	189,187

Footnotes:

1. This information is taken from the notes to the Audited Financial Statements submitted to Alberta Education by the School Jurisdictions.
2. Remuneration includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave, accruals and any other direct cash remuneration.
3. Benefits include the employer's share of all employee benefits and contributions or payments made on behalf of employees. This includes retirement pension (excluding Alberta Teacher Retirement Fund contributions made by Alberta Education on behalf of the school jurisdictions), supplementary pensions plans, Canada Pension Plan (CPP), Employment Insurance (EI), health care, dental coverage, vision coverage, out-of-country, medical benefits, group life insurance, accidental disability and dismemberment insurance and disability plans.
4. Allowances include all monies paid to an employee as negotiated allowances. This category includes car or travel allowance, isolation allowances, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships.
5. Other includes payments made for such things as performance bonuses, accrued vacations and termination benefits (severance pay, retiring allowances, sick leave, vacation payouts, or other settlement costs due to loss of employment).

Alberta Teachers' Retirement Fund Board

FINANCIAL STATEMENTS

Alberta Teachers' Retirement Fund Board

Teachers' Pension Plan and Private School Teachers' Pension Plan

Financial Statements August 31, 2011

Management's Responsibility for Financial Reporting

Independent Auditor's Report

Actuary's Opinion

Statements of Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency

Statements of Changes in Net Assets Available for Benefits

Statements of Changes in Accrued Pension Benefits

Notes to the Financial Statements

Management's Responsibility for FINANCIAL REPORTING

The financial statements of the Alberta Teachers' Retirement Fund Board and all information in the Annual Report are the responsibility of management and have been approved by the Board. The financial statements have been prepared in accordance with Canadian generally accepted accounting principles. Where necessary, management has made informed judgments and estimates of the outcome of events and transactions with due consideration to materiality.

Financial and operating data elsewhere in the Annual Report is consistent with the information contained in the financial statements.

For the integrity of financial information included in this Annual Report, management relies on the organization's system of internal controls and supporting procedures. This system has been established to ensure within reasonable limits that assets are safeguarded, that transactions are properly executed in accordance with management's authorization, and that the accounting records provide a solid foundation from which to prepare the financial statements. Controls include high quality standards for hiring and training employees, an organizational structure that provides a well defined division of responsibilities and accountability for performance, and the communication of policies and guidelines throughout the organization.

Ultimate responsibility for the financial statements rests with the Board, which is assisted in its responsibilities by the staff and the Audit Committee. The Alberta Teachers' Retirement Fund Board's external auditor, the Auditor General, has conducted an independent examination of the financial statements in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as he considers necessary to express the opinion in his report. The Audit Committee of the Board reviews the Auditor's Report and the financial statements and recommends them for approval by the Board. The Auditor General has full and unrestricted access to discuss the audit and related findings regarding the integrity of financial reporting and the adequacy of internal control systems.

Original signed by Emilian V. Groch

Original Signed by Myles Norton

Emilian V. Groch
Chief Executive Officer

Myles Norton, CMA, CIA
Director, Financial Services

Independent Auditor's REPORT

AUDITOR GENERAL Alberta

To the Alberta Teachers' Retirement Fund Board

Report on the Financial Statements

I have audited the accompanying financial statements of the Alberta Teachers' Retirement Fund Board, which comprise the Statement of Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency as at August 31, 2011, and the Statements of Changes in Net Assets Available for Benefits and Changes in Accrued Pension Benefits for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency of the Board as at August 31, 2011, and the Changes in Net Assets Available for Benefits and Changes in Accrued Pension Benefits for the year then ended in accordance with Canadian generally accepted accounting principles.

[Original signed by Merwan N. Saher]
CA
Auditor General

December 12, 2011
Edmonton, Alberta

Actuary's OPINION

Aon Hewitt

Aon Hewitt has been engaged by the Alberta Teachers' Retirement Fund Board ("ATRF") to prepare actuarial valuations for the *Teachers' Pension Plan* and the *Private School Teachers' Pension Plan* (the "Plans") as at August 31, 2011. The purpose of these valuations is to determine the necessary actuarial information for financial statement reporting for the Plans in accordance with Section 4100 of the Canadian Institute of Chartered Accountants' Handbook ("CICA 4100").

Our valuations have been prepared based on:

- membership and asset data provided by ATRF as at August 31, 2011 and adjusted to reflect anticipated new hires as at September 1, 2011;
- assumptions that we understand have been adopted as ATRF management's best estimates; and
- actuarial cost methods and asset valuation methods that are in accordance CICA 4100.

Based on the work we have performed, including conducting reasonability tests on the membership and asset data, we have concluded that, in our opinion:

- the data is sufficient and reliable;
- the assumptions adopted as best estimate by ATRF's management are, in aggregate, appropriate when considering the circumstances of the plans and the purpose of the valuations;
- the actuarial cost methods and the asset valuation methods employed are appropriate for the purpose of the valuations; and
- the valuations conform with the requirements of Section 4100 of the handbook of the Canadian Institute of Chartered Accountants.

While the actuarial assumptions used to estimate the Plans' liabilities represent ATRF management's best estimate of future events and market conditions at August 31, 2011, the Plans' future experience will differ from the actuarial assumptions. Emerging experience differing from the assumptions will result in gains or losses that will be revealed in future valuations, and will affect the financial position of the Plans.

Our opinions have been given, and our valuations have been performed, in accordance with accepted actuarial practice in Canada.

Original signed by Robert J. Thiessen

Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

Original signed by Donald L. Ireland

Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

October 25, 2011

Financial STATEMENTS

Statement of Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency As at August 31, 2011

$ Thousands	2011	2010
Assets		
Cash	$ 1,556	$ 3,674
Investments (Note 4)	6,317,248	5,502,748
Receivables (Note 5)	40,213	43,372
Capital assets (Note 6)	424	397
	6,359,441	5,550,191
Liabilities		
Accounts payable (Note 7)	24,369	13,246
Net assets available for benefits	**6,335,072**	**5,536,945**
Actuarial Value of Accrued Pension Benefits (Note 11)	8,294,365	7,467,688
Deficiency	**$ 1,959,293**	**$ 1,930,743**

The accompanying notes are part of these financial statements.

Approved by the Board

[Original signed by Greg Meeker]

[Original signed by Lowell Epp]

Greg Meeker
Chair

Lowell Epp
Vice Chair

Statement of Changes in Net Assets Available for Benefits
For the Year Ended August 31, 2011

$ Thousands		2011		2010
Increase in Net Assets				
Investment earnings (Note 8)	$	440,389	$	274,299
Contributions (Note 9)				
Teachers		305,814		263,777
Province of Alberta		286,009		246,373
Employers		1,310		1,150
Past service purchases		5,829		5,649
Transfers from other plans		7,756		7,917
		606,718		524,866
Total increase in net assets		**1,047,107**		**799,165**
Decrease in Net Assets				
Pension benefits		194,453		173,029
Termination benefits		23,997		20,521
Transfers to other plans		5,275		5,148
Administrative expenses (Note 10)		25,255		19,962
Total decrease in net assets		**248,980**		**218,660**
Change in Net Assets for the Year		798,127		580,505
Net Assets Available for Benefits at Beginning of Year		5,536,945		4,956,440
Net Assets Available for Benefits at End of Year	**$**	**6,335,072**	**$**	**5,536,945**

Statement of Changes in Accrued Pension Benefits
For the Year Ended August 31, 2011

$ Thousands		2011		2010
Accrued Pension Benefits at Beginning of Year	$	7,467,688	$	6,861,654
Increase (Decrease) in Accrued Pension Benefits				
Interest on accrued benefits		529,087		487,101
Benefits accrued		391,546		378,978
Changes in actuarial assumptions		71,601		10,616
Experience losses (gains)		44,584		(85,530)
Benefits paid		(210,141)		(185,131)
		826,677		606,034
Accrued Pension Benefits at End of Year	**$**	**8,294,365**	**$**	**7,467,688**

Notes to the Financial STATEMENTS

NOTE 1
AUTHORITY AND NATURE OF OPERATIONS

a) Authority

The Alberta Teachers' Retirement Fund Board, a corporation of the Province of Alberta (the "Province") operating under the authority of the *Teachers' Pension Plans Act*, Chapter T-1, RSA 2000, is the trustee and administrator of the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans"). The Plans are Registered Pension Plans as defined in the *Income Tax Act* and are not subject to income taxes. The income tax registration number is 0359125.

b) Obligations relating to the Pre-September 1992 Period

The Teachers' Pension Plan assets and obligations related to pensionable service since August 31, 1992 (the "Post August 1992 period") have been accounted for separately from the assets and obligations related to pensionable service prior to September 1, 1992 (the "Pre September 1992 period") and, accordingly, these financial statements and notes include only Post August 1992 transactions of the Teachers' Pension Plan and transactions of the Private School Teachers' Pension Plan.

Effective September 1, 2009, the Province assumed full responsibility for obligations related to Pre September 1992 period pensionable service and provides the required amounts to the Alberta Teachers' Retirement Fund Board to pay the obligations on a monthly basis.

NOTE 2
DESCRIPTION OF THE PENSION PLANS

The following description of the Plans is a summary only.

a) General

The Plans are contributory defined benefit pension plans for the teachers of Alberta.

b) Funding

The determination of the value of the benefits and the required contributions for the Plans is made on the basis of periodic actuarial valuations.

All teachers under contract with school jurisdictions and charter schools in Alberta are required to contribute to the Teachers' Pension Plan. Current service costs and related deficiencies are funded by equal contributions from the Province and the teachers. An additional 10 percent cost of living adjustment for service earned after 1992, as described in Note 2(h), is funded entirely by the teachers.

Certain other designated organizations in Alberta also participate in the Teachers' Pension Plan under the same funding arrangements, except these organizations make the employer contributions rather than the Province.

Certain private schools participate in the Private School Teachers' Pension Plan. Plan costs are funded by contributions from the employers and the teachers.

c) Retirement Pensions

Retirement pensions are based on the number of years of pensionable service and the highest consecutive five year average salary. Pensions are payable to teachers who retire after completion of at least five years of pensionable service, with certain restrictions, and who have attained age 65. Unreduced pensions are also payable to teachers who have reached at least age 55 and the sum of their age and service equals 85. With certain restrictions, reduced early retirement pensions are payable to teachers who retire on or after age 55 with a minimum of five years of pensionable service.

d) Disability Benefits

Teachers who are disabled after August 31, 1992 are credited with pensionable service while disabled. Teachers do not contribute to the Plans while disabled.

e) Termination Benefits

Refunds or commuted value transfers are available when a teacher ceases employment.

f) Death Benefits

Death benefits are available upon the death of a teacher and may be available upon the death of a pensioner. The benefit may take the form of a lump sum payment or a survivor pension.

g) Other Provisions

Purchase of past service and reinstatement of refunded service is allowed on a basis that is cost neutral to the Plans.

h) Cost-of-Living Adjustments

Pensions payable are increased each year by an amount equal to 60 percent of the increase in the Alberta Consumer Price Index. The portion of pension earned after 1992 is increased by an additional 10 percent of the increase in the Alberta Consumer Price Index.

NOTE 3
SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES

a) Basis of Presentation

The financial statements are prepared on a going concern basis in accordance with Canadian generally accepted accounting principles and present the aggregate financial position of the Plans. The statements disclose the net assets available to meet future benefit payments, and are prepared to assist participants and others in reviewing the activities of the Plans for the fiscal year.

b) Investments

Investments are recorded as of the trade date and are stated at fair value. The methods used to determine year end fair value are explained in the following paragraphs.

- Money market securities are recorded at cost which approximates fair value.
- The fair value of publicly traded securities is based on market prices quoted by independent suppliers of securities related data.
- The fair value of non publicly traded equity investments reflects cash outlays adjusted by periodic third party valuations and fees charged by general partners, as well as estimates as determined by management in conjunction with industry specialists.

Premiums and discounts arising on acquisitions are amortized using the effective interest rate method and included in investment earnings. Changes in fair value subsequent to acquisition are included in investment earnings (Note 8).

c) Foreign Exchange

Foreign currency transactions are translated into Canadian dollars at rates of exchange prevailing at the dates of the transactions. At year end, the fair value of investments and any other assets and liabilities denominated in a foreign currency are translated at the year end exchange rate. Gains or losses resulting from exchange differences are included in the determination of the change in fair value of investments.

d) Derivative Financial Instruments

Derivative financial instruments are valued based on quoted market prices. Gains or losses on these instruments are recognized with changes in market value, and are included in the determination of current year change in fair value of investments.

e) Capital Assets

Capital assets are recorded at cost and amortized over their estimated useful lives. Amortization is calculated using the straight line method at the following annual rates:

Furniture and equipment	10-25%
Computer hardware and software	20-33.3%

Software under development is not amortized until implemented.

f) Compensation

Details of senior staff compensation and Board member remuneration included in "Salaries and benefits" (Note 10) are presented in the Compensation and Discussion Analysis section of the Annual Report.

g) Measurement Uncertainty

The preparation of financial statements, in conformity with Canadian generally accepted accounting principles, requires management to make estimates and assumptions that affect the amounts reported in the financial statements. Actual results could differ from these estimates.

Measurement uncertainty exists in the calculation of the Plans' actuarial value of accrued benefits. Uncertainty arises because the Plans' actual experience may differ significantly from assumptions used in the calculation of the Plans' accrued benefits.

Measurement uncertainty exists in the valuation of the Plans' private investments as values may differ significantly from the values that would have been used had a ready market existed for these investments.

h) Future Accounting Requirements

The Canadian Accounting Standards Board (AcSB) has confirmed that Section 4600 Pension Plans will replace the existing Section 4100 Pension Plans on January 1, 2011. The Plans will adopt these new standards for the fiscal year ending August 31, 2012, including comparative figures. The adoption of Section 4600 Pension Plans will result in additional disclosures but will not have a significant impact on the Plans' financial position or operations.

NOTE 4
INVESTMENTS

$ Thousands	2011		2010	
	Fair Value	**Cost**	**Fair Value**	**Cost**
Fixed Income and Cash				
Cash	$ 61,281	$ 61,281	$ 34,197	$ 34,197
Money-market securities	53,692	53,692	155,856	155,856
Bonds and debentures	2,194,122	2,062,392	1,805,110	1,708,117
	2,309,095	2,177,365	1,995,163	1,898,170
Equities				
Publicly traded equities				
Canadian	1,200,857	989,004	1,156,825	1,003,740
Global	2,345,340	2,461,157	2,141,958	2,265,390
Non-publicity traded equities	461,956	448,461	208,802	222,145
	4,008,153	3,898,622	3,507,585	3,491,275
	$ 6,317,248	$ 6,075,987	$ 5,502,748	$ 5,389,445

a) Derivative Contracts

Derivative contracts are financial contracts, the value of which is derived from the value of underlying assets, indices, interest rates or currency rates.

- Foreign currency forwards are contractual obligations either to buy or sell specified amounts of foreign currencies at predetermined future dates and exchange rates;
- Credit default swaps allow counterparties to buy and sell protection on credit risk inherent in a bond;
- Interest rate swaps allow parties to exchange fixed and floating interest rate cash flows based on notional amounts; and,
- Futures contracts are agreements to receive or pay cash on settlement dates based on changes in the levels of specified indices.

The maturities, notional amounts and the net fair values of the Plans' derivative contracts are as follows:

$ Thousands	2011					2010	
	Terms of Maturity						
	Within 1 Year	1 to 3 Years	Over 3 Years	Notional Amount	Net Fair Value	Notional Amount	Net Fair Value
Foreign Currency Forwards	(3,599)	–	–	1,226,551	(3,599)	2,099,149	(1,355)
Credit Default Swaps	(1,133)	(650)	(10,126)	(12,570)	382	3,252	(1,935)
Interest Rate Swaps	–	4,514	(9,810)	(5,550)	454	60,026	(4,398)
Fixed Income Futures	7,333	–	–	–	(199)	25,227	16,402

b) Interest Rate Risk

Interest rate risk relates to the impact of interest rate changes on the Plans' cash flows and financial position. This risk arises from differences in the timing and amount of cash flows related to the Plans' assets and liabilities.

As at August 31, 2011, a 1% increase in nominal interest rates would result in a decline in the fair value of fixed income investments of 8.0% (2010: 7.6%).

Based on fair values at August 31, 2011, fixed income investments have the following average effective yields and term structures:

	2011					2010	
	$ Thousands					$ Thousands	
	Terms of Maturity						
	Within 1 Year	1 to 5 Years	Over 5 Years	Total	Average Effective Yield	Total	Average Effective Yield
Money market securities	53,692	–	–	53,692	1.06%	155,856	0.79%
Bonds and debentures	293,953	451,286	1,448,883	2,194,122	3.87%	1,805,110	4.12%

c) Credit Risk

Credit risk arises from the possibility that a loss may occur from the failure of another party to perform according to the terms of a contract.

The Plans limit their credit risk by dealing with counterparties that are considered to be of high quality, setting and monitoring compliance with portfolio guidelines, diversification and obtaining collateral where appropriate.

The Plans record all investments at fair value. Consequently, investment values reflected in Note 4 of these financial statements represent the maximum credit risk exposure of the Plans as at August 31, 2011.

d) Currency Risk

Currency risk arises from the Plans' holding of investments that are denominated in foreign currencies. Currency exposure may be managed using derivative contracts, primarily currency forwards. The Plans' foreign currency exposure is as follows:

$ Thousands	2011			2010
Currency	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	Net Foreign Currency Exposure
United States dollar	$ 1,400,810	$ (104,509)	$ 1,296,301	$ 1,134,150
European euro	309,933	(75,619)	234,313	247,015
British pound sterling	250,973	(5,787)	245,186	189,087
Japanese yen	157,850	22,230	180,080	176,921
Swiss franc	94,356	23,534	117,890	131,350
Hong Kong dollar	55,704	(1,057)	54,647	63,977
Other	134,961	32,607	167,569	223,362
	$ 2,404,587	$ (108,602)	$ 2,295,985	$ 2,165,862

NOTE 5
RECEIVABLES

$ Thousands	2011	2010
Accrued income	$ 28,019	$ 22,852
Contributions - teachers	11,955	11,324
Contributions receivable from the Province	–	8,981
Other	239	215
	$ 40,213	$ 43,372

NOTE 6
CAPITAL ASSETS

$ Thousands	2011			2010
	Cost	Accumulated Amortization	Net	Net
Furniture and equiptment	$ 562	$ 261	$ 301	$ 230
Computer hardware and software	3,491	3,368	123	167
	$ 4,053	$ 3,629	$ 424	$ 397

NOTE 7
ACCOUNTS PAYABLE

$ Thousands	2011	2010
Contributions due to the Provice	$ 8,566	$ –
Tax withholdings	7,536	7,050
Investment transactions	3,572	2,300
Supplementary Employee Pension Plan	1,624	966
Other	3,071	2,930
	$ 24,369	$ 13,246

NOTE 8
INVESTMENT EARNINGS

$ Thousands	2011	2010
Interest and dividend income		
Cash and money market securities	$ 2,591	$ 1,844
Interest on Loan Receivable from the Province	–	1,233
Bonds and debentures	82,809	51,514
Publicly traded equities		
Canadian	27,722	27,078
Global	65,465	42,794
Non publicly traded equities	11,253	214
	189,840	124,677
Realized net gain on disposal of investments	122,592	52,441
Unrealized net gain on investments	127,957	97,181
	$ 440,389	$ 274,299

NOTE 9
CONTRIBUTIONS

$ Thousands	2011	2010
Teachers		
Current service	$ 203,469	$ 194,915
Current service additional 10% COLA	12,013	12,776
Deficiency	90,332	56,086
	305,814	263,777
The Province		
Current service	201,622	193,677
Deficiency	84,387	52,696
	286,009	246,373
Employers		
Current service	1,095	1,136
Deficiency	215	14
	1,310	1,150
Past service purchases	5,829	5,649
Transfer from other plans	7,756	7,917
	$ 606,718	$ 524,866

During the year $421 million (2010: $414 million) was received from the Province and was distributed as benefit payments relating to the Pre September 1992 period.

NOTE 10
ADMINISTRATIVE EXPENSES

$ Thousands	2011		2010
	Budget	Actual	Actual
Investment management	$ 14,173	$ 13,976	$ 11,495
Salaries and benefits	6,934	6,957	5,024
External professional services	1,481	1,294	904
Custodial and banking	1,229	1,178	1,078
Communications	1,042	788	622
Premises and equipment	812	594	524
Board and Investment Committee	281	274	160
Audit	74	75	75
Other	249	119	80
	$ 26,275	$ 25,255	$ 19,962

NOTE 11
OBLIGATIONS FOR BENEFITS

a) Valuations and Assumptions

Best estimate valuations of the Teachers' Pension Plan for the Post August 1992 period and the Private School Teachers' Pension Plan were done as at August 31, 2011. Valuations for the Plans were also prepared as at August 31, 2010. The present value of accrued benefits was determined using the projected benefit method prorated on service. The assumptions used in the valuations are based on management's best estimate of future events.

The major long term economic assumptions used in the best estimate valuations are:

	2011	2010
Rate of return on invested assets	7.00%	7.00%
Rate of Alberta inflation	2.75%	2.75%
Real wage increases	1.00%	1.00%

Future experience will differ from those assumptions. Any differences between the assumptions and future experience will emerge as gains or losses in future best estimate valuations.

b) Sensitivity of Changes in Major Assumptions

The table below shows the impact of changes to major assumptions, holding all other assumptions constant:

	Teachers' Pension Plan		Private School Teachers' Pension Plan	
	0.50% decrease in Rate of Return on Invested Assets	0.50% increase in Rate of Inflation	0.50% decrease in Rate of Return on Invested Assets	0.50% increase in Rate of Inflation
Increase in current service costs (% of total teacher salaries)	1.58%	1.19%	1.93%	1.46%
Increase in accrued pension benefits	$707 million	$466 million	$3 million	$2 million

The current service cost (excluding 0.2% for administrative expenses) as a per cent of total teacher salaries for the Teachers' Pension Plan was 13.66% and for the Private School Teachers' Pension Plan was 15.15%.

c) Results Based on Valuations

The valuation for the Post August 1992 period of the Teachers' Pension Plan as at August 31, 2011 determined a deficiency of $1.954 billion. The valuation for the Private School Teachers' Pension Plan to August 31, 2011 determined a deficiency of $5.373 million.

$ Thousands	2011			2010		
	Teachers' Pension Plan	Private Teachers'	Total	Teachers' Pension Plan	Private Teachers'	Total
Net assets at beginning of year	$ 5,508,058	$ 28,887	$ 5,536,945	$ 4,929,596	$ 26,844	$ 4,956,440
Net contributions	575,019	2,427	577,446	497,170	2,027	499,197
Benefits	(193,017)	(1,436)	(194,453)	(171,674)	(1,355)	(173,029)
Investment earnings	438,091	2,298	440,389	271,587	1,479	273,066
Interest on Loan Receivable from Province	–	–	–	1,233	–	1,233
Administrative expense	(25,123)	(132)	(25,255)	(19,854)	(108)	(19,962)
Net assets at end of year	6,303,028	32,044	6,335,072	5,508,058	28,887	5,536,945
Actuarial value of accrued pension benefits	(8,256,948)	(37,417)	(8,294,365)	(7,432,452)	(35,236)	(7,467,688)
Deficiency	$ (1,953,920)	$ (5,373)	$ (1,959,293)	$ (1,924,394)	$ (6,349)	$ (1,930,743)

NOTE 12
INVESTMENT RETURNS AND RELATED BENCHMARK RETURNS

Investment returns and related benchmark returns by Plan for the years ended August 31 are as follows:

	2011		2010	
Plan	Investment Return	Benchmark Return	Investment Return	Benchmark Return
Teachers' Pension Plan – Post August 1992 period	7.8%	7.3%	5.6%	5.4%
Private School Teachers' Pension Plan	7.8%	7.3%	6.9%	6.4%

Benchmark returns are weighted averages of certain market index returns based on the policy asset mix of each Plan.

NOTE 13
BUDGET INFORMATION

The accrued pension benefits are based on management's best estimates of future events after consultation with the Plans' actuary. Differences between actual results and management's expectations are disclosed as net experience gains in the statement of changes in accrued pension benefits. Accordingly, a budget is not included in these financial statements, with the exception of administrative expenses (Note 10).

NOTE 14
COMPARATIVE FIGURES

Comparative figures have been reclassified, where necessary, to conform to the 2011 presentation.